



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 2/19/2021

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

1. Please fill out the following information for your school, district or program:

Information Needed	Your Response
Name of School, District or Program	Serendipity Center
Key Contact Person for this Plan	Megan Pine
Phone Number of this Person	(503) 761-7139
Email Address of this person	meganp@serendipitycenter.org
Sectors and Position Titles of Those Who Informed the Plan	Education & Compliance Director
Local Public Health Office(s) or Officer(s)	Greg Belisle
Name of Person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Nick Varganega

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.

Information Needed	Your Response
Intended Effective Date for This Plan	3/11/21
Educational Service District Region	MESD

- 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.

Type your response here (take as much space as you need): Serendipity has engaged our staff, our families, and our colleagues in both private schools and therapeutic placements in the development of this plan.

- Place an X next to the Instructional Model to be used
 - On-Site Learning
 - Hybrid Learning X
 - Comprehensive Distance Learning
- If you selected Comprehensive Distance Learning, you only have to enter information for the three parts under the heading Requirements for Comprehensive Distance Learning Operational Blueprint.
- If you selected On-Site Learning or Hybrid Learning, you have to enter information for all sections under the heading Essential Requirements for Hybrid/On-Site Operational Blueprint and [submit online](#), including updating when you are changing the Instructional Model.

* 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.
Type your response here (take as much space as you need):
- In completing this portion of the Blueprint you are attesting that you have reviewed the [Comprehensive Distance Learning Guidance](#). Please name any requirements you need ODE to review for any possible flexibility or waiver.
Type your response here (take as much space as you need):
- 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.
Type your response here (take as much space as you need):

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

ESSENTIAL REQUIREMENTS FOR HYBRID OR 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.

Requirements of each section of the guidance are listed under their corresponding heading in the RSSL document. After each set of requirements, there is a prompt where you must enter the details of your On-Site or Hybrid plan that corresponds to that section.

Advisory Health Metrics for Returning to In-Person Instruction (Section 0 of the RSSL Guidance)

Requirements for 0a. RETURNING TO IN-PERSON INSTRUCTION

- If your school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics; that is, the county is not in the On-Site (Green) or On-Site and Hybrid (Yellow) column (Section 0b); the school must offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID. [See guidance from the Oregon Health Authority.](#)
- If your school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the *advisory metrics* (Section 0b), the school must provide a Comprehensive Distance Learning Instructional Model option for students and families that choose to remain off-site. *For schools and districts that are required to comply with all sections (0-8) and supplements to this guidance, the remote option must comply with the requirements of the Comprehensive Distance Learning Instructional Model.* The school or district may determine the most beneficial way to staff this option, through partnership with other schools or ESDs or with staff who may be at more risk from COVID-19 or through other means.
- If your school is operating an On-Site or Hybrid Instructional Model and is located in a county that meets the *advisory metrics* (Section 0b), work with families to serve all students, even those 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.

Plan Details for 0a.

Please state which of the three scenarios above describes your school and then detail how your plan meets that requirement: Serendipity is operating a Hybrid Instructional Model and is located in a Multnomah that is currently meeting the *advisory metrics* (Section 0b). We are working with families to serve all students, even those in high-risk population(s) whether learning is happening through Hybrid

(partially On-Site and partially Comprehensive Distance Learning models), and/or Comprehensive Distance Learning models.

Public Health Protocols (Section 1 of the RSSL Guidance)

Requirements for 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

- Conduct a risk assessment as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(g\)](#). (OSHA has developed a [risk assessment template](#))
- Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.
- Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the [Oregon School Nurses Association \(OSNA\) COVID-19 Toolkit](#).
 - Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744\(3\)\(h\)](#).
 - OSHA has developed a sample [infection control plan](#).
- Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the **Ready Schools, Safe Learners** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
- Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
- Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
- Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
- Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations.
- Provide all logs and information to the LPHA in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).

- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.
 - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- Required components of individual daily student/cohort logs include:
 - Child’s name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
 - See supplemental guidance on LPHA/school partnering on [contact tracing](#).
 - Refer to [OHA Policy on Sharing COVID-19 Information](#)
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE’s COVID-19 Weekly School Status](#) system.
- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

Plan Details for 1a.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
1.a.1. Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). <ul style="list-style-type: none"> • OSHA has developed a risk assessment template. 	Serendipity has conducted an OSHA risk assessment for employees who will be working on campus to support in-person instruction.
1.a.2. Implement measures to limit the spread of COVID-19 within the school setting.	Serendipity has implemented all required measures to limit the spread of COVID-19

<p>1.a.3. Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit.</p> <ul style="list-style-type: none"> • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). • OSHA has developed a sample infection control plan 	<p>Communicable Disease Management Plan has been updated to specifically address the prevention of the spread of COVID-19.</p>
<p>1.a.5. Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.</p>	<p>There is a link to a comment box on the school's Ready Schools, Safe Learners channel on Microsoft Teams. It can be accessed by all staff members. The comments are anonymous and are reviewed by the Safety Coordinator at least once per week.</p>
<p>1.a.6 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.</p>	<p>Pam Avila, FNP (Family Nurse Practitioner) supported the school policies and plans. Ready School, Safe Learners was used to inform our plan. Serendipity's Safety Coordinator, Health Assistant and Education & Compliance Director attend weekly meets with LPHA and Private School Leaders to get support and resources to inform this plan.</p>
<p>1.a.7 Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</p>	<p>An all-staff virtual training was conducted to inform staff of the public health protocols that have been implemented to mitigate the spread of COVID-19. After the training, an opportunity to ask questions was provided. Staff members returning to campus of in-person instruction will also be trained on the public health protocols in person, prior to the first day of in-person instruction.</p>
<p>1.a.8 Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.</p>	<p>The Safety Coordinator and Health Assistant are the liaison between Serendipity and the Public Health Department and will report any confirmed COVID-19 cases amount students or staff.</p>

<p>1.a.9. Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas</p>	<p>Serendipity contracts with a janitorial service to clean and disinfect all areas of the school nightly, in addition each high traffic area will have a cleaning roster for periodic sanitation throughout each day.</p>
<p>1.a.10 Process to report to the LPHA any cluster of any illness among staff or students.</p>	<p>Serendipity's Safety Coordinator and Health Assistant will report all cases to LPHA including any cluster of cases in staff or students.</p>
<p>1.a.11. Protocol to cooperate with the LPHA recommendations.</p>	<p>The Safety Coordinator and Health Assistant will communicate all expectations to Assistant Director, Education & Compliance Director, and Human Resources. The above parties will follow all LPHA recommendations to the best of our ability. The Safety Coordinator and Health Assistant will communicate our adherence to the recommendations as needed with LPHA.</p>
<p>1.a.12 Provide all logs and information to the LPHA in a timely manner.</p>	<p>All Contact Tracing Logs will be filed by Serendipity's Safety Coordinator and kept for a minimum of 4 weeks. Serendipity's Program Secretary will contact our district transportation partners to obtain transportation cohort logs as needed.</p>
<p>1.a.13. Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).</p>	<p>Serendipity has a protocol for screening staff and students for symptoms.</p>
<p>1.a.14. Protocol to isolate any ill or exposed persons from physical contact with others.</p>	<p>Serendipity has a protocol to isolate any ill or exposed persons from physical contact with others.</p>
<p>1.a.15. Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance).</p>	<p>Serendipity has a protocol for communicating potential COVID-19 cases to the school community and other stakeholders</p>
<p>1.a.16. 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</p>	<p>Serendipity has created a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system was made with consultation with our consulting school nurse as well as a LPHA official.</p>

<p>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.</p>	
<p>1.a.17 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</p>	<p>Daily student/cohort logs include the student's name and their drop off/pick up time. The student's parent/guardian name and emergency contact information are kept on file by Serendipity. Logs include the names of all staff member who interact with the cohort, their names and phone numbers are kept by Serendipity.</p>
<p>1.a.18 Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. • See supplemental guidance on LPHA/school partnering on contact tracing. • Refer to OHA Policy on Sharing COVID-19 Information</p>	<p>Daily logs are kept by the safety coordinator for a minimum of four weeks, to be used for the purpose of contact tracing. If necessary, this information will be shared with relevant LPHA.</p>
<p>1.a.19 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.</p>	<p>All itinerate & out of classroom staff will sign in upon entry to Serendipity. When an out of classroom staff has interactions with a classroom cohort, a classroom staff will log that interaction of the Classroom Cohort Contract Tracing Log</p>
<p>1.a.20 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.</p>	<p>Safety Coordinator and Health Assistant with support from Assistant Director, Consulting Nurse, and Education & Compliance Director will ensure that the school reports to and consults with LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p>
<p>1.a.21. Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE’s COVID-19 Weekly School Status system.</p>	<p>Serendipity's Education & Compliance Director will provide updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system.</p>
<p>1.a.22. Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).</p>	<p>Serendipity has a protocol to respond to potential outbreaks.</p>

1.a.23 Recommended: Model, teach, and reinforce physical distancing and hygiene practices in school	Serendipity staff have been trained to model, teach, and reinforce physical distancing, and hand hygiene practices in school
1.a.24 Recommended: If a regular committee or group is meeting to support RSSL implementation, it is highly recommended that one employee member be selected by each local bargaining unit representing employees at the school to participate.	The safety committee meets monthly and helps to support RSSL implementation. The committee is made up of members from several different departments with interest and/or expertise in Serendipity's safety measures.

Requirements for 1b. HIGH-RISK POPULATIONS

- Serve students in high-risk population(s) whether learning is happening through On-Site (*including outside*), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.

Medically Fragile, Complex and Nursing-Dependent Student Requirements

- All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#)) defines three levels of severity related to required nursing services:
 - Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
 - Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
 - Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
- Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid](#).
- Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
 - Communicate with parents and health care providers to determine return to school status and current needs of the student.
 - Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
 - Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
 - The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the [Oregon School Nurses Association](#).
 - Service provision should consider health and safety as well as legal standards.

- Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](#).
- Work with an interdisciplinary team to meet requirements of ADA and FAPE.
- High-risk individuals may meet criteria for exclusion during a local health crisis.
- Refer to updated state and national guidance and resources such as:
 - 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.

Plan Details for 1b.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
1.b.1. Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site (including outside) and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.	Serendipity will serve all students at Serendipity in the most appropriate instructional model.
1.b.2 Medically Fragile, Complex and Nursing-Dependent Student- 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.	Serendipity will serve all students at Serendipity in the most appropriate instructional model.
1.b.4 Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual	During the admission process at Serendipity center health related services are addressed in coordination with the school nurse, health assistant, parents and physicians to develop an

<p>student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> · Communicate with parents and health care providers to determine return to school status and current needs of the student. · Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. · Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. · The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. · Service provision should consider health and safety as well as legal standards. · Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. · Work with an interdisciplinary team to meet requirements of ADA and FAPE. · High-risk individuals may meet criteria for exclusion during a local health crisis. · Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> o U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. o ODE guidance updates for Special Education. Example from March 11, 2020. o OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	<p>individualized health care plan to accommodate and meet the needs of the student. All health care plans are kept in the health office and are reviewed and updated as needed. School nurse completes the necessary training of each individualized health care plan with the student's classroom team.</p>
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Requirements for 1c. PHYSICAL DISTANCING

- Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require **use of all space** in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.
 - Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.
- Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
- Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
- Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

Plan Details for 1c.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
<p>1.c.1 Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.</p> <ul style="list-style-type: none"> • Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. 	<p>All usable space for each classroom, office, and common area has been calculated, and maximum occupancy signs are posted in each area. Staff meetings and PD are conducted via virtual meetings, adhering to all social distancing guidelines.</p>

<p>1.c.2. Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</p>	<p>Serendipity has designed school routines to support physical distancing in all daily activities and instruction, maintaining a minimum of six feet between individuals to the maximum extent possible.</p>
<p>1.c.3. 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.</p>	<p>Line up markings are in hallways leading to common areas and classrooms and shared spaces used by multiple cohorts in order to ensure social distancing guidelines are met while waiting in line. Markers are outside of lower school restrooms, Therapeutic Recreation Room, Dining Room, Library, Computer Lab, and Lifeskills Room.</p>
<p>1.c.4. Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering)</p>	<p>Schedules have been modified to limit the number of students in the building or outside learning spaces.</p>
<p>1.c.5. Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</p>	<p>Staff will orient student to physical distance requirements as mandated by ODE with verbal instruction prior to start of LIPI/Hybrid. Visuals in the form of signs posted throughout school and flip book reminder will be used when needed. Staff will reward students for reviewing protocol. If student struggles to meet physical distance requirements, staff will attempt to coach with student using CPS language. If student refuses or is unwilling to comply with physical distance requirements staff will use strategies to engage student including offering student mask break in designated area, preferred activity. Even with coaching, if a student continues to not meet expectation, we remove other students from area.</p>
<p>1.c.6. Staff must maintain physical distancing during all staff meetings and conferences or consider remote web-based meetings.</p>	<p>Staff have been trained and understand the expectations to maintain physical distancing during all meetings.</p>

Requirements for 1d. COHORTING

- Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.
 - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
- During the school day, students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week⁴, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.
- Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance).
- Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁵, and peers.
- Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

Plan Details for 1d.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
1.d.1 Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. · The smaller the cohort, the less risk of spreading	Serendipity has established stable cohorts. Groups will not be larger than the capacity of that room.

⁴ The cohort limit is focused on the individual student’s experience and their limit of 100 people includes every person they come into contact with in a cohort setting during the day, including staff. While the concept of cohorts and contact tracing still apply, the 100 person limit does not include contacts and cohorts outside the school day, such as transportation or after school program cohorts. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

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

<p>disease. As cohort groups increase in size, the risk of spreading disease increases.</p>	
<p>1.d.2 During the school day, Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week , unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. The cohort limit is focused on the individual student’s experience and their limit of 100 people includes every person they come into contact within a cohort setting during the day, including staff. While the concept of cohorts and contact tracing still apply, the 100 person limit does not include contacts and cohorts outside the school day, such as transportation or after school program cohorts. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.</p>	<p>During the school day, students at Serendipity will not be part of any single cohort or part of multiple cohorts that exceed a total of 100 people within an educational week.</p>
<p>1.d.3 Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance).</p>	<p>Serendipity has a system for daily logs to ensure contact tracing among the cohort.</p>
<p>1.d.4 Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</p>	<p>Procedures have been created to minimize the interactions between stable cohorts. Most scheduled time will be located in the classroom and recess/break activities outside of the classroom are scheduled to reduce interaction between students in different stable cohorts. All bathrooms at Serendipity are gender neutral.</p>
<p>1.d.5. Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</p>	<p>Serendipity cleans and sanitizes commonly touched surfaces and equipment multiple times daily throughout the day, utilizing a weekly/daily cleaning roster.</p>
<p>1.d.6 Design cohorts such that all students (including those protected under ADA and IDEA)</p>	<p>All Serendipity classrooms are mixed grade & ability classrooms.</p>

maintain access to general education, grade-level academic content standards, and peers.	
1.d.7 Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Stable student cohorts have been staffed with a minimal amount of staff members, in order to support in-person instruction while limiting the number of people who interact with those students. Staff members who travel between cohorts must wash or sanitize their hands before and after each interaction.
1.d.8 Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.	To minimize contact, staff members who interact with multiple cohorts have altered their schedules to the greatest extent possible while still effectively supporting in-person instruction. These alterations include, continuing to teach some classes virtually, as well as conducting meetings with students virtually.

Requirements for 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

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

Plan Details for 1e.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
<p>1.e.1 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</p>	<p>Serendipity conducted an all-staff virtual training explaining infection control measures. Staff members receive further training on these procedures in smaller groups, in person prior to the start of on-site instruction.</p>
<p>1.e.2 Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the Ready Schools, Safe Learners guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.</p>	<p>Serendipity conducted an all-staff virtual training which went over the characteristics and transmission methods of COVID-19. Staff were trained on the public health protocols that Serendipity has implemented to mitigate the spread of COVID-19. The training offered an opportunity for questions and feedback. Staff returning to campus for on-site instruction will be trained in person on performing job duties related to implementing the public health protocols, prior to the first day of on-site instruction.</p>
<p>1.e.3 Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e).</p>	<p>The OSHA "COVID-19 Hazard Poster" has been posted in the front lobby and in the staff room in each building. It has also been sent to staff working remotely through electronic communication. The "Masks Required" sign has been posted on Serendipity's front door. Mask wearing expectations have also been communicated to staff working remotely through electronic communication.</p>
<p>1.e.4. Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. • The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. • OSHA has developed a model notification policy.</p>	<p>Serendipity has a protocol for communicating with students, families and staff who have come into close contact with a person who has COVID-19.</p>
<p>1.e.5 Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is</p>	<p>Serendipity has a protocol for immediately communicating with staff, families and the school community when a new case(s) of COVID-19 is</p>

diagnosed in students or staff members, including a description of how the school or district is responding.	diagnosed in students or staff members including a description of how the school or district is responding.
1.e.6 Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.	Serendipity staff will focus training a minimum of on Wednesday PD training to address implementation drift.
1.e.7 Provide all information in languages and formats accessible to the school community.	All family communication is communicated to our families in English and Spanish.

Requirements for 1f. ENTRY AND SCREENING

- Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
 - Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
 - Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from CDC](#).
 - In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](#).
 - Emergency signs that require immediate medical attention:
 - Trouble breathing
 - Persistent pain or pressure in the chest
 - New confusion or inability to awaken
 - Bluish lips or face (lighter skin); greyish lips or face (darker skin)
 - Other severe symptoms
- Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.
 - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the **Ready Schools, Safe Learners** guidance) and sent home as soon as possible. [See table “Planning for COVID-19 Scenarios in Schools.”](#)
 - [Additional guidance](#) for nurses and health staff.
- Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. [See “Planning for COVID-19 Scenarios in Schools”](#) and the [COVID-19 Exclusion Summary Guide](#).
- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other

symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the [COVID-19 Exclusion Summary Guide](#).

- Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

Plan Details for 1f.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
<p>1.f.1 Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> 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 	<p>Serendipity Case Managers have communicated to families that students should stay home should they are experiencing COVID-19 symptoms. In addition, Serendipity's Vice-Principal has written guide for all families about the expectations from Ready Schools, Safe Learners. In addition to COVID-19 symptoms, students will be excluded from school for signs of other infectious diseases in accordance with the school's existing policy and protocols. Serendipity Human Resources, Supervisors, and Safety Coordinator have communicated to staff to stay home if they are experiencing COVID-19 symptoms.</p>
<p>1.f.2 Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular</p>	<p>All students will be screened, and all staff will self-screen for symptoms upon entry to Serendipity. This has been communicated to families both verbally and written.</p>

<p>reminders of the importance of daily screening must be provided to staff.</p> <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” • Additional guidance for nurses and health staff. 	
<p>1.f.3 Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.</p>	<p>Serendipity's Health Assistant and Safety Coordinator will follow all LPHA advice on restricting from school any student or staff.</p>
<p>1.f.4 Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide.</p>	<p>Staff or students with chronic or baseline cough that has worsened or is not well-controlled with medication will be excluded from school. We will not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.)</p>
<p>1.f.5 Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p>Students will be provided hand sanitizer upon entry to school every day.</p>

Requirements for 1g. VISITORS/VOLUNTEERS

- Restrict non-essential visitors/volunteers.
 - Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.
 - Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.
- Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the [COVID-19 Exclusion Summary Guide](#).
- Visitors/volunteers must wash or sanitize their hands upon entry and exit.
- Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the **Ready Schools, Safe Learners** guidance.

Plan Details for 1g.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
<p>1.g.1 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.</p>	<p>All non-essential visitors/volunteers will be prohibited from entering the program. The student's case manager will support families for finding alternative spaces outside of school to allow community workers to support their child.</p>
<p>1.g.2. Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide.</p>	<p>Serendipity has a procedure in place that diligently screens all visitors for symptoms and asks questions about any close contact with someone diagnosed with COVID-19 upon every entry. We are restricting any visitor from school property who is known to have been exposed to COVID-19 or is currently experiencing COVID-19 like symptoms.</p>
<p>1.g.3. Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p>	<p>Serendipity is requiring all visitors to use hand sanitizer before entering and exiting the program. Sanitizing stations are set up in the entrance way, the sign in desk in the lobby and throughout the building.</p>
<p>1.g.4. Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</p>	<p>Serendipity requires all visitors and volunteers to follow social distancing guidelines including maintaining 6 feet of distance from others, wearing face coverings at all times and adhering to all other provisions of this guidance.</p>

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

- Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
- Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers informed by [CDC guidelines for Face Coverings](#). Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.
- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative only when a student

has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.

- Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
 - Provide space well 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 or less "sensory break;"
 - Students must not be left alone or unsupervised;
 - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
 - Provide additional instructional supports to effectively wear a face covering;
 - Provide students adequate support to re-engage in safely wearing a face covering;
 - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
 - [Additional guidance](#) for nurses and health staff.

Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance

- If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
 - Offering different types of face coverings and face shields that may meet the needs of the student.
 - Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
 - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
 - Additional instructional supports to effectively wear a face covering.
- For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
- Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
 - If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 2. Not make placement determinations solely on the inability to wear a face covering.
 3. Include updates to accommodations and modifications to support students in plans.

- For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.
 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.

Plan Details for 1h.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
1.h.1 Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.	Serendipity has provided cloth face coverings to staff members. Disposable masks are also available on campus. The school is also making face coverings available for students and any visitors who may not have one.
1.h.2 Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers informed by CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from	Serendipity staff are permitted to remove their masks if they are by themselves in a room with the door closed. Serendipity is prepared to offer accommodations to staff members or students who are unable to wear a face covering due to a medical condition or if their mouth and tongue movements need to be visible for the purpose of communication. Accommodations may include

<p>wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.</p>	<p>altered work duties for staff or alternative forms of PPE.</p>
<p>1.h.3. Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate.</p>	<p>Serendipity will provide face coverings to any students who may need them. All students are required to wear face masks. The student's IEP team will convene to discuss any alternatives for students with a medical condition that prevents them from wearing a mask.</p>
<p>1.h.4. Face coverings should be worn both indoors and outdoors, including during outdoor recess.</p>	<p>Face coverings are required for all staff and students while in Serendipity’s indoor and outdoor spaces. Exceptions are when a staff member is alone in a room with the door closed and when a student is taking a mask break in a designated mask break area.</p>
<p>1.h.5 Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p> <ul style="list-style-type: none"> • Provide space well 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 or less “sensory break;” o Students must not be left alone or unsupervised; o Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering; • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. 	<p>"Group" or "Full classroom mask breaks" are not allowed. Mask breaks will take place outside of the classroom, away from other students. There are three indoor spaces identified as designated mask break areas. Outdoor areas are also available for mask breaks. Staff members are trained in proper use of face coverings and the protocol for students to take mask breaks. Staff will instruct students and support them in meeting safety expectations. Staff will supervise students while they are taking a mask break and will assist them in transitioning back to class. Issues around a student's inability or refusal to wear a mask will be addressed by staff in a way that is non-punitive.</p>
<p>1.h.6 Face masks for school RNs or other medical personnel when providing direct contact care and</p>	<p>Face masks are available for the school's health assistant, consulting nurse, and any other staff</p>

<p>monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role. · Additional guidance for nurses and health staff.</p>	<p>who may provide direct care or monitoring for a staff or student displaying symptoms. Other PPE for their roles are also provided by Serendipity.</p>
<p>1.h.7 If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p> <ul style="list-style-type: none"> • Offering different types of face coverings and face shields that may meet the needs of the student. • Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised. • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease. • Additional instructional supports to effectively wear a face covering. 	<p>If any student requires an accommodation to meet the requirement for face coverings, Serendipity limits the student’s proximity to other students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations include:</p> <ul style="list-style-type: none"> · Different types of face coverings that may meet the needs of the student and the expectations in Ready Schools, Safe Learners. · Redirections and additional prompts to reinforce expectations. · Supervised spaces away from peers and staff where student may take a “mask break” while following the other health protocols to reduce the spread of disease. · Additional instructional supports (including social narratives, posters, direct lessons, etc.) to effectively wear a face covering.
<p>1.h.8 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.</p>	<p>For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, Serendipity:</p> <ol style="list-style-type: none"> 1. Provides appropriate accommodations (e.g., smaller cohorts with additional physical space) to ensure access to FAPE. 2. Determines equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. 3. Determines how FAPE can be provided safely. 4. Reviews a student’s Individualized Education Program (IEP) and ensures that any needed changes (e.g., updates to accommodations, present levels, annual goals, or student supports) are appropriately made."
<p>1.h.9 Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020. · If</p>	<p>Serendipity implements all student’s IEP/504 plans.</p>

<p>a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments. 2. Not make placement determinations solely on the inability to wear a face covering. 3. Include updates to accommodations and modifications to support students in plans. · For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. ● If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, ● If a student’s 504/IEP plan included supports/goals/instruction for behavior or 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.</p>	
<p>1.h.10 For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p>	<p>All students at Serendipity are served under an IEP or 504.</p>
<p>1.h.11 If a staff member requires an accommodation for the face covering or face</p>	<p>All staff working with students will wear a mask.</p>

shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	
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Requirements for 1i. ISOLATION AND QUARANTINE

- Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.
- Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the [COVID-19 Exclusion Summary Guide](#).
 - Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.
 - Consider required physical arrangements to reduce risk of disease transmission.
 - Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
 - [Additional guidance](#) for nurses and health staff for providing care to students with complex needs.
- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
 - School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.
 - After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
 - If able to do so safely, a symptomatic individual shall wear a face covering.
 - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.

- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in [“Planning for COVID-19 Scenarios in Schools.”](#)
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.
- The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

Plan Details for 1i.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
<p>1.i.1. Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p>	<p>Serendipity has a protocol in place for exclusion and isolation of sick students or staff identified at the time of bus pick-up, arrival to school, or any time during the day.</p>
<p>1.i.2 Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide.</p> <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff for providing care to students with complex needs. 	<p>In accordance with the RSSL COVID-19 Exclusion Summary Guide and in consultation with Serendipity's health assistant and consulting nurse, Serendipity has implemented a protocol for performing temperature and symptom checks for staff and students as they arrive to school each day. The protocol excludes and isolates students or staff who arrive symptomatic. Serendipity has designated an area to be used as an isolation area and has identified a second area to be used as a back-up. Potential outdoor spaces have been identified as well. If multiple students need to use the same isolation area they will maintain six feet of distance and staff will not assume that they have the same illness. The spaces have been arranged to reduce the risk of disease transmission. The protocol assigns a staff member to wait and continuously supervise the student, allowing the health assistant to provide medication and routine treatment to other students.</p>

<p>1.i.3 Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> • School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual shall wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. 	<p>Students and staff who report or develop symptoms will be isolated in the school's designated isolation area, with adequate space and staff supervision and symptom monitoring by the school's health assistant, until they are able to go home. All staff providing supervision will wear face coverings at all times. The health assistant and/or consulting nurse in close contact with symptomatic individuals will wear medical-grade face masks. Other PPE will be provided depending on the symptoms and care being provided. Any PPE used during care of a symptomatic individual will be properly removed and disposed of, prior to leaving the care area. After removing PPE, the staff member will immediately wash their hands with soap and warm water for at least 20 seconds or use an alcohol-based hand sanitizer that contains 60-95% alcohol. If able to do so safely, the symptomatic individual will wear a face covering. To reduce fear, anxiety, or shame related to isolation, staff and students are provided with an explanation of these procedures and the proper use of hand washing and PPE. Visual aids have been created by the SLP team to assist in communicating and explaining expectations to students.</p>
<p>1.i.4 Establish procedures for safely transporting anyone who is sick to their home or to a health care facility</p>	<p>The procedure for transporting anyone who is sick home has been established and has been communicated to both families and staff.</p>
<p>1.i.5 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."</p>	<p>Staff and students have been asked to stay home from school if they are feeling ill and will be sent home if they become ill at school.</p>
<p>1.i.6 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).</p>	<p>Protocols and assessment of symptoms have been developed in consultation with the school's Health Assistant and Consulting Nurse.</p>

1.i.7. Record and monitor the students and staff being isolated or sent home for the LPHA review.	Students or staff who have been isolated or sent home will be recorded and monitored for LPHA review.
1.i.8. The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.	All students will have access to CDL when they are learning off-site.

Facilities and School Operations (Section 2 of the RSSL Guidance)

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).

Requirements for 2a. ENROLLMENT

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

- Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.
- The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
 - The ADM enrollment date for a student is the first day of the student’s actual attendance.
 - A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.
 - If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance.
 - Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.
- If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
- When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.

- When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.
- When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

Plan Details for 2a.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
2.a.1 Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.	Serendipity is continuing our referral, admissions, and enrollment process with limited modifications related to restrictions on on-campus visitors and meetings.
2.a.2. 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.	Serendipity continues to track daily attendance for all enrolled students, and continues to provide monthly attendance reports to each referring district. Referring districts are responsible for ADM reporting based on this information.
2.a.3 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.	If a student has multiple consecutive absences (beginning at Day 3), Serendipity's Tier III Behavior Specialist and the student's Clinical Case Manager coordinate with the family, district, and Serendipity team to address barriers to attendance/engagement. If a student reaches Day 10 of consecutive absences, the district rep and family/caregivers are notified. So long as the student remains enrolled at Serendipity, the Serendipity team continues to attempt contacts with students and family at least once weekly. See attached documentation for reference on procedures for reporting student attendance and tiered supports for student engagement.

<p>2.a.4. 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.</p>	<p>Serendipity continues our referral, admissions, and enrollment process.</p>
<p>2.a.5. Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p>	<p>Any student that is absent from in-person instruction continues to be offered Comprehensive Distance Learning opportunities on a daily basis.</p>
<p>2.a.6. When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.</p>	<p>Serendipity's Tier III Behavior Specialist and the student's Clinical Case Manager coordinate with the family, district, and Serendipity team to address barriers to attendance/engagement. So long as the student remains enrolled at Serendipity, the team continues to attempt contacts with students and family a minimum of once weekly.</p>
<p>2.a.7. 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.</p>	<p>If a student has multiple consecutive absences (beginning at Day 3), Serendipity's Tier III Behavior Specialist and the student's Clinical Case Manager coordinate with the family, district, and Serendipity team to address barriers to attendance/engagement. If a student reaches Day 10 of consecutive absences, the district rep is notified. District and families are notified of any student absences that reach or go beyond 10 consecutive days. So long as the student remains enrolled at Serendipity, the team continues to attempt contacts with students and family at least once weekly, and continues to mark the student as absent. Additionally, so long as a student remains enrolled at Serendipity, we continue to provide monthly attendance reports to districts and districts use that information to inform ADM reporting. See attached documentation for reference on procedures for reporting student attendance and tiered supports for student engagement.</p>

Requirements for 2b. ATTENDANCE

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

- 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.

Plan Details for 2b.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
2b.1 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).	Attendance for all K-8 students is taken once daily because all K-8 students are in self-contained classroom settings.
2b.2. 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).	Attendance for all students in grades 9 - 12 is taken for each class period to help accurately inform total credit hours.
2b.3. 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 for all K-8 students is taken once daily because all K-8 students are in self-contained classroom settings. Attendance for all students in grades 9 -12 is taken for each class period to help accurately inform total credit hours. So long as a student remains enrolled at Serendipity, we continue to provide monthly

attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present	attendance reports to districts and districts use that information to inform ADM reporting.
2b.4. 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.	N/A -- Serendipity is not an online school.
2b.5. 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.	Serendipity is providing students and families with clear and concise descriptions of Serendipity's Guidelines for Distance Learning. These guidelines are reinforced for students on a daily basis during a.m. SEL classes. Serendipity's policies for CDL attendance and engagement take into consideration the home environment, caregiver's work schedule, and mental/physical health. When needed, Serendipity works with families and caregivers to develop and provide additional individualized supports to build student engagement and attendance, in order to meet the needs of our students and families.

Requirements for 2c. TECHNOLOGY

- Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the **Ready Schools, Safe Learners** guidance).
- Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.
- If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.

Plan Details for 2c.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
2c.1. Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance).	Serendipity Center sanitized and individually packaged each device for students needing technology. Devices were packaged and handled by one person who wore a mask, gloves, and sanitized each item before packaging them. Then caregivers that were able to, picked up tech at the school one at a time, complying with social distancing. Caregivers that were unable to pick up had tech delivered by case managers to home. Case managers complied with social distancing, ensuring as brief a contact as possible upon delivery.
2c.2. Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Upon return to in person instruction, tech will be placed in a plastic bin, sanitized by an employee wearing appropriate PPE, using approved cleaner, passed on to IT for updates/upgrades, inventoried, sanitized again, and stored in plastic bins until required.
2.c.3. If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	Outdoor learning spaces will be device free and will focus on Garden based activities.

Requirements for 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

- **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.
- **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
- **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
- **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
- **Personal Property:** Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).

Plan Details for 2d.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
2d.1. Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.	Staff and students are required to sanitize/wash hands multiple times daily as part of the weekly/daily cleaning roster and student routines.
2d.2. Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	Shared equipment is disinfected between each use and logged on the daily/weekly cleaning roster using approved disinfectants as per the manufacturer’s instructions.
2d.3. 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.	All school events & family events have been cancelled as many student school-wide events have been replicated virtually. Serendipity will meet current guidelines when holding events for our graduating seniors.
2d.4. Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	<p>Students are on staggered schedules and/or rotating cohorts to avoid hallway crowding and gathering.</p> <p>Transitions are limited to the following: Arrival/Dismissal, restroom breaks, movement breaks (that cannot be facilitated in the classroom), and mask breaks.</p> <p>Students will not transition out of the classroom for academics, “Specials Classes” or meals as these will be facilitated in the classroom.</p> <p>Breaks outside of the classroom are to be conducted in designated locations and not in the hallway.</p> <p>Markers are placed on the walls to indicate recommended spacing outside potential destinations (e.g., bathrooms, break rooms, classrooms, Arrival/Dismissal doors). Hallways have directional markers to establish traffic flow.</p>
2d.5. Personal Property: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school	Serendipity trained staff to implement handling and storage of personal property upon arrival

supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use shall be limited to the item owner.	and throughout school day. Items stored and labeled in bins provided by Serendipity.
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Requirements for 2e. ARRIVAL AND DISMISSAL

- 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.

Plan Details for 2e.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
2e.1 Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	Physical distancing, stable cohorts, square footage, and cleaning requirements are maintained during arrival and dismissal procedures.
2e.2. Create schedule(s) and communicate staggered arrival and/or dismissal times.	Schedules have been created to stagger start times and dismissal times.
2e.3. 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).	Stable cohorts have been assigned to specific entrances based on the location of their classroom. Staff members have been assigned to conduct temperature and visual symptom checks during arrival and dismissal.
2e.4. 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	In addition to temperature and symptoms checks, students will be signed into their classroom logs upon arrival and signed out when they leave. These logs will be kept by the safety

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.	coordinator for a minimum of four weeks to facilitate contact tracing by LPHA. Serendipity has implemented a protocol for screening students for primary symptoms and signing them in and out, if they arrive or depart outside of the regular arrival and dismissal times. Serendipity will reduce share pens and paper sign-in/sign-out sheets to the greatest extent possible. Electronic devices will be sanitized before and after each use.
2e.5. 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.	Both entrances have a touchless alcohol-based (60-95%) hand sanitizer dispenser located near them and another one is located in a high-traffic area. Serendipity will communicate to caregiver about the drop-off/pick-up procedure and to keep them as brief as possible.

Requirements for 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

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

Plan Details for 2f.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- Seating:
- Materials:
- Handwashing:

Operational Blueprint Expectations	Board Approved Serendipity Plan
2f.1. Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet	"Classroom tables and/or desks are arranged to allow for 35 square feet apart per person. Students have assigned seats that address any

<p>per person; assign seating so students are in the same seat at all times.</p>	<p>necessary accommodations identified.</p> <p>Classroom Teams are to inform and obtain approval from their Tier 1 Coach prior to changing student/staff seating arrangements to ensure alignment with current distancing recommendations."</p>
<p>2f.2. 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.</p>	<p>Each student is provided their own storage container that holds anticipated materials necessary for the day. Classrooms have designated shelving for containers to be stored when not in use.</p> <p>Students only have access to the contents in their own storage container and are not allowed to share these materials with other students.</p> <p>Staff may facilitate transport of student containers while minimizing contact with the contents inside during student use time. Both the re-usable contents and the containers themselves are cleaned following use each day. High use materials (e.g., writing utensils, fidgets) are cleaned intermittently throughout the student's school day.</p> <p>Each classroom is provided access to a hand sanitization station as well as sanitization buckets to perform periodic cleaning.</p> <p>Although all staff have access to cleaning materials during the workday, the classroom cleaning roster will identify specific staff charged with periodic cleaning of classroom spaces. In most cases, this responsibility will be assigned to the supporting staff from the "Buddy Classroom.</p>
<p>2f.3. Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. · Wash hands with soap and water</p>	<p>The SLP team has created lesson plans, posters and other visual aids to remind and explain hand washing and respiratory etiquette expectations to students. Staff will provide verbal reminders and support as well. Students and staff are encouraged to cover their sneezes or coughs with their elbow or a tissue. Tissues will be disposed of immediately. Students and staff will wash their hands with soap and warm water for at least 20</p>

for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	seconds or use an alcohol-based (60-95%) hand sanitizer.
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Requirements for 2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

- Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s [Specific Guidance for Outdoor Recreation Organizations](#)).
- After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.
- Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance).
- Maintain physical distancing requirements, stable cohorts, and square footage requirements.
- Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
- Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.

Plan Details for 2g.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
2g.1. 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).	Serendipity’s playground remains closed to the general public. Perimeter gates remain locked at all times except for passage by staff or guests/students accompanied by staff.
2g.2. After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and	Students are provided access to handwashing or an approved hand sanitizer prior following bathroom use.

<p>staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.</p>	
<p>2.g.3 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.</p>	<p>Students are provided access to handwashing or an approved hand sanitizer prior to and following any trips to outdoor spaces.</p>
<p>2.g.4. Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance.</p>	<p>Student use of the playground is scheduled to minimize chances of contact with other cohorts and ensure cleaning time between cohort use.</p> <p>The staff identified on the Classroom Cleaning Roster cleans the identified commonly touched surfaces of structures on the playground after each use.</p> <p>Classroom equipment brought onto the playground is only to be used by one student at a time, as is to be cleaned by staff prior to and after use.</p>
<p>2.g.5. Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance).</p>	<p>Staff is assigned daily to clean and sanitize outdoor play equipment.</p>
<p>2.g.6. Maintain physical distancing requirements, stable cohorts, and square footage requirements.</p>	<p>Serendipity maintains physical distancing requirements, stable cohorts, and square footage requirements to the greatest extent possible.</p>
<p>2.g.7. Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</p>	<p>Outdoor equipment (e.g., basketballs, soccer balls, etc.) are to remain in locking cabinets/closets that are clearly labeled. Staff are responsible for retrieving any items from cabinets/closets.</p>
<p>2g.8. Design recess activities that allow for physical distancing and maintenance of stable cohorts.</p>	<p>Students will be informed of the activity option(s) for their scheduled time on the playground.</p> <p>Students will state their intended activity prior to entering the playground space. Games/activities offered align with current distancing recommendations.</p> <p>These may include, “Red Light/Green Light,” completing an established circuit, spaced races, and time trial activities. Games such as “Tag” are discontinued until distancing recommendations</p>

	<p>ease.</p> <p>Classroom staff are to speak with their Tier 1 Coach and/or Therapeutic Recreation Teacher for classroom specific activity ideas.</p>
<p>2g.9. Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.</p>	<p>Staff is assigned daily to clean and sanitize outdoor play equipment.</p>
<p>2.g.10. Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.</p>	<p>Serendipity limits the number of employees gathering in a shared space. Serendipity restricts the use of shared spaces by limiting occupancy and staggering use. Maximum occupancy is labeled on the doors of all shared spaces. Serendipity staff remain 6 ft apart from each other at all times and wear appropriate face coverings at all times, except while eating and drinking.</p>

Requirements for 2h. MEAL SERVICE/NUTRITION

- Include meal services/nutrition staff in planning for school reentry.
- Prohibit self-service buffet-style meals.
- Prohibit sharing of food and drinks among students and/or staff.
- At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.
- Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the **Ready Schools, Safe Learners** guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.
- Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning and disinfection of tables between meal periods.
- Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up

will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

Plan Details for 2h.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
2h.1 Include meal services/nutrition staff in planning for school reentry.	Meals will be provided to students in the morning and the afternoon and will include a snack.
2h.2 Prohibit self-service buffet-style meals.	The cohort staff will retrieve the meals from the dining room at designated time and deliver to the student cohort in the classroom.
2h.3. Prohibit sharing of food and drinks among students and/or staff.	Food sharing will continue to be prohibited at Serendipity.
2h.4 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.	The cohort staff will deliver meals to students in the classroom and staff will prompt students to wait until staff is safely six feet away before removing mask. At the conclusion of the meal cohort staff will prompt students to put on their mask before staff collects used dishes and utensils.
2h.5. Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the Ready Schools, Safe Learners guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.	The cafeteria staff will prepare the meals adhering to all Covid-19 safety protocols (see section 1h of the Ready Schools, Safe Learners guidance). Staff will supervise all students and will maintain maximum distance possible while students are eating and have their masks off.
2h.6. Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.	Students are provided access to handwashing or an approved hand sanitizer prior to and after meals.
2h.7. Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).	Staff will return used meal items in a bussing tub in each classroom and meal items will continue to be cleaned per usual kitchen procedures.
2h.8. Cleaning and sanitizing of meal touchpoints and meal counting system between stable cohorts.	Meal counting will be completed manually and verified by kitchen staff on laminated meal tally sheets which will be sanitized before and after each use.

<p>2h.9. Adequate cleaning and disinfection of tables between meal periods</p>	<p>Serendipity Contracts with a professional janitorial service for daily cleaning of all classrooms, offices, and common areas. Additionally, staff utilize weekly/daily cleaning rosters to ensure cleaning and sanitation of frequently touched surfaces, multiple times daily, including all tables.</p>
<p>2h.10 Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.</p>	<p>Serendipity limits the number of employees gathering in shared spaces. Maximum occupancies are labeled on the door of each shared space. Serendipity staff always maintain at least 6 ft of distance and wear face coverings at all times.</p>

Requirements for 2i. TRANSPORTATION

- Include transportation departments (and associated contracted providers, if used) in planning for return to service.
- Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the **Ready Schools, Safe Learners** guidance).
- Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
 - Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
 - If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
 - The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.

- The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
 - If arriving at school, notify staff to begin isolation measures.
 - 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.
- Per federal guidance, drivers must wear properly fitting face coverings at all times. A face shield or goggles may be worn to supplement a properly fitting face covering. Please refer to [the CDC order](#).
- Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- Face coverings for all students, applying the guidance in section 1h of the **Ready Schools, Safe Learners** guidance to transportation settings. This prevents eating while on the bus.
- Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

Plan Details for 2i.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
2.i.1. Include transportation departments (and associated contracted providers, if used) in planning for return to service.	Serendipity has communicated with transportation departments and other associated contracted providers for planning for return to service.
2.i.2. 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).	Transportation departments and other associated contractors have communicated their transportation plans to Serendipity. Their plans include targeted cleanings between routes with a focus on disinfecting frequently touched surfaces on buses or transportation vehicles in accordance with RSSL.
2.i.3. Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.	Staff members must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Hand sanitizer is provided to staff in touchless hand sanitizer dispensers located near assigned entrances. Serendipity also provides small bottles of hand sanitizer for individual use to each staff member.
2.i.4. Develop protocol for loading/unloading that includes visual screening for students	Transportation departments and other associated contracted providers have

<p>exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. · If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. o The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. o The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. · If arriving at school, notify staff to begin isolation measures. o If transporting for dismissal and the student displays an onset of symptoms, notify the school.</p>	<p>communicated their protocol for loading and unloading students to Serendipity. Their transportation plans include: visual screening for students exhibiting symptoms and logs for contact tracing, providing face coverings for symptomatic students (if they don't already have one), maintaining six feet of distance from others, and seating the symptomatic student in the front row with windows open if possible. Transportation drivers will notify Serendipity that they are transporting a symptomatic student to school. Serendipity will unload the symptomatic student from the bus first, if possible, and they will be excluded, isolated, and monitored until they are able to go home. After all students exit the transportation vehicle, the driver will clean and disinfect the seat and surrounding area used by the symptomatic student. The driver will follow the same protocol for a student who begins to exhibit symptoms while transporting them at dismissal.</p>
<p>2.i.5. 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.</p>	<p>Case managers will consult with all families of students who may require additional support with transportation. The child's team will partner with district transportation as needed.</p>
<p>2.i.6. Per federal guidance, drivers must wear properly fitting face coverings at all times. A face shield or goggles may be worn to supplement a properly fitting face covering. Please refer to the CDC order.</p>	<p>Per federal guidance, drivers transporting students to and from Serendipity must wear properly fitting face coverings as all times. Face shields or goggles may be worn to supplement a properly fitting face covering.</p>
<p>2.i.7 Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings.</p>	<p>Serendipity provides face coverings to all students if they need them. Face coverings are in line with CDC guidelines regarding proper use of face coverings.</p>
<p>2.i.8. Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</p>	<p>Families are being informed of practical changes to transportation services both in a written informational packet and verbally via Case Managers.</p>

2.i.9. Face coverings for all students, applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings. This prevents eating while on the bus.	Student and transportation drivers will wear appropriate fitting face coverings in accordance with section 1h of RSSL
2i.10. Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.	Students will be encouraged to dress warmly. Vents and windows will be opened to create optimal ventilation to the greatest extent possible.

Requirements for 2j. CLEANING, DISINFECTION, AND VENTILATION

- Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ([CDC guidance](#)) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.
- Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.
- Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.
- To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.
- Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)
- Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
- All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
- Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.

- Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC’s guidance on disinfecting public spaces](#)).
- Consider modification or enhancement of building ventilation where feasible (see [CDC’s guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers’ guidance](#)).

Plan Details for 2j.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
<p>2j.1 Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.</p>	<p>In addition to a daily cleaning of all classrooms and common areas by a contracted Janitorial crew. School staff have daily/weekly cleaning rosters that ensure cleaning and sanitizing of all frequently touched surfaces throughout the school, multiple times daily.</p>
<p>2j.2. Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.</p>	<p>All outdoor learning spaces have at least 75% of the square footage open for airflow. Enclosed outdoor spaces are subject to building protocols.</p>
<p>2j.3. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</p>	<p>Shared equipment is cleaned/sanitized after each use and are confined to each cohort. Outdoor playground equipment is sanitized daily with an FDA approved sanitizer with a 60 second contact kill time for COVID-19.</p>
<p>2j.4. Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</p>	<p>Disinfectants are safely applied according to manufacturer’s instructions, and stored in locked cabinets in between uses away from students.</p>
<p>2j.5. 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</p>	<p>Serendipity utilizes 2 different approved chemicals for COVID-19. One for food contact surfaces (which contains quaternary ammonium)</p>

<p>products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</p>	<p>and one for all other surfaces (one that contains hydrogen peroxide).</p>
<p>2j.6. Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed).</p>	<p>HVAC system is set to maximize air exchange to the greatest extent possible. Classrooms have windows that can be opened to increase outdoor air exchange.</p>
<p>2j.7. Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.</p>	<p>Serendipity is on a quarterly maintenance schedule for its HVAC System. This includes the following: All air filters are maintained and replaced as necessary to ensure proper function of the system; and all intake ports that provide outside air to the HVAC system are regularly inspected, cleaned of any debris that may impact the function and performance of the system. Serendipity's facilities coordinator regularly inspects the system to ensure it is working properly, and schedules any out of cycle maintenance if necessary.</p>
<p>2j.8. All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.</p>	<p>Serendipity is on a quarterly maintenance schedule for its HVAC System. This includes the following: All air filters are maintained and replaced as necessary to ensure proper function of the system; and all intake ports that provide outside air to the HVAC system are regularly inspected, cleaned of any debris that may impact the function and performance of the system. Serendipity's facilities coordinator regularly inspects the system to ensure it is working properly, and schedules any out of cycle maintenance if necessary.</p>
<p>2j.9. Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma</p>	<p>HVAC system is set to maximize air exchange to the greatest extent possible. Classrooms have windows that can be opened to increase outdoor air exchange. Fans will not be used.</p>

symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.	
2j.10. Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	The isolation/sick room is serviced by our hvac system which is set to maximum possible air exchange. It has a an openable window for increased air flow, and a HEPA filter rated to remove virus particles.
2j.11. Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC’s guidance on disinfecting public spaces).	Serendipity contracts with a professional janitorial service for daily cleaning of all classrooms, offices, and common areas. Additionally, staff utilize weekly/daily cleaning rosters to ensure cleaning and sanitation of frequently touched surfaces, multiple times daily.
2j.12. 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).	HVAC system is set to maximize air exchange to the greatest extent possible. Classrooms have windows that can be opened to increase outdoor air exchange.

Requirements for 2k. HEALTH SERVICES

- 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).

Plan Details for 2k.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
2k.1. OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students”	Serendipity has a dedicated isolation room for students or staff that are exhibiting symptoms, and are awaiting transportation home. The room

<p>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.</p>	<p>is supplied with PPE, a HEPA filter rated for virus particles, and sanitation supplies. Room is cleaned and sanitized in between use by health office and/or facilities staff.</p>
<p>2k.2. Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p>	<p>Serendipity's Treatment Director, SLPs, Licensed Mental Health Professionals, Health Assistant under the direction of our Nurse Practitioner continually collaborate to determine our health service priorities.</p>

Requirements for 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

- Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:
 - Contact tracing
 - The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.
 - Quarantine of exposed staff or students
 - Isolation of infected staff or students
 - Communication and designation of where the “household” or “family unit” applies to your residents and staff
- Review and take into consideration [CDC guidance](#) for shared or congregate housing:
 - Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
 - Ensure at least 64 square feet of room space per resident
 - Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
 - Configure common spaces to maximize physical distancing;
 - Provide enhanced cleaning;
 - Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

Exception

- K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the **Ready Schools, Safe Learners** guidance) may operate, in consultation with their Local Public Health Authority, provided that:
 - They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the **Ready Schools, Safe Learners** guidance and any other applicable sections, including Section 2L of the **Ready Schools, Safe Learners** guidance.

- The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
 - Limit travel to essential functions.
 - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- Any boarding students newly arriving to campus will either:
 - Complete a quarantine at home for 14 days* prior to traveling to the school, OR
 - Quarantine on campus for 14 days.*
 - A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).
- Student transportation off-campus is limited to medical care.

Plan Details for 2l.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Not applicable. Serendipity is not a boarding or residential program.

Requirements for 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

- In accordance with [ORS 336.071](#) and [OAR 581-022-2225](#) all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.
 - At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
 - Fire drills must be conducted monthly.
 - Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
 - Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.
- Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same

routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.

- When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- Drills shall not be practiced unless they can be practiced correctly.
- Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

Plan Details for 2m.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
<p>2m.1 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.</p>	<p>In accordance with ORS 336.071 and OAR 581-022-2225 Serendipity has been providing 30 minutes of at-home safety instruction per school month for students engaged in CDL, to take the place of in-person safety drills. Serendipity will instruct students and perform emergency drills fire, earthquake, and lockout/lockdown procedures, when students are back on campus. Fire drills will be conducted once per school month, per cohort. Earthquake and lockout/lockdown drills will each be performed twice during the school year, per cohort. Staff members will receive training in conducting these drills, as well as teaching the expectations to students and supporting them during the drills, in person, prior to the start of on-site instruction.</p>
<p>2m.2 Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing</p>	<p>Drills will be carried out as close as possible to the procedures that would be used in an actual emergency. COVID-19 physical distancing measures, as well as other public health protocols will be implemented to the greatest extent possible without compromising the effectiveness of the drills.</p>

measures can be implemented, but only if they do not compromise the drill.	
2m.3. When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.	If physical distancing is compromised during the drills, it will not be for a period longer than 15 minutes.
2m.4. Drills shall not be practiced unless they can be practiced correctly.	Drills will be practiced correctly in accordance with state requirements.
2m.5. Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.	Staff will be trained in person on safety drills prior to the first day of on-site instruction.
2m.6. 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).	Multiple drills will be conducted each school month to ensure that every cohort practice in the drills.
2m.7. 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.	Students are provided access to handwashing or an approved hand sanitizer prior to and after drills

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

- 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.

Plan Details for 2n.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
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<p>2n.1. Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</p>	<p>Students will be provided scheduled times to meet with staff individually spaced across their school day. During this time, students who have exhibited challenges meeting the COVID-19 precautions will be provided a review of any precautions that were unmet, further explanation and rationale for those precaution(s), and an opportunity to problem-solve barriers to meeting the precaution(s). Students who successfully coach with staff through this process will be provided praise for engaging in the process and the same level of reinforcement as those students who successfully adhered to precautions without further intervention</p>
<p>2n.2. Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p>	<p>Classrooms will provide consistent morning routines that aim to help students emotionally regulate, orient to the day, in addition to reviewing the Safe, Respectful, and Responsible behavioral expectations that includes COVID-19 precautions. A whole group regulatory activity will be provided as well. When students transition activities during the day, staff will provide an overview of the COVID precautions that align with the upcoming activity.</p> <p>Classroom desks and chairs will be arranged to ensure spacing aligns with physical distancing requirements, as well as take into account student’s behavioral needs (e.g., students benefiting from placement closer to staff, further from non-preferred peers, closer proximity to the door/break space, etc.).</p> <p>Scheduled times will be provided during the school day for staff to check-in with students individually. Staff will review the COVID-19 precautions, and then reflect on student’s ability to adhere to them. Prior to returning to the group activity, staff will inquire about student’s current emotional state. Staff will remind and/or prompt to adaptive coping strategies depending on student responses before they return to the group.</p>
<p>2n.3. Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain</p>	<p>If a student is exhibiting challenges meeting COVID-19 precautions with a high frequency, prolonged duration, or to a severe extent (e.g.,</p>

<p>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.</p>	<p>spitting, scratching, not adhering to distancing expectations), staff will utilize principles of Nonviolent Crisis Intervention Training (CPI) to minimize risk to both that student and those in their vicinity. This may include staff providing an alternate space for either the student exhibiting challenges, or others in their vicinity. Staff will utilize the least restrictive approach to maintain physical safety for the student(s) and staff. Once the student’s demeanor suggests they are ready to engage in a “coaching” dialogue, staff will complete a check-in before returning to the group (or the group returns to them). Students who complete this process will receive the same level of reinforcement as other students who have adhered to precautions, or completed the scheduled check-in with staff.</p>
<p>2n.4. Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes) and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p>	<p>Classrooms will provide a whole group regulatory activity prior to academic instruction each day.</p> <p>Scheduled times will be provided during the school day for staff to check-in with students individually. During this time, staff will inquire about student’s current emotional state (using Zones of Regulation or other developmentally appropriate strategies to elicit responses).</p> <p>If student is reporting being in a “calm and ready to learn” emotional space (e.g., Green Zone), staff will remind student of adaptive coping strategies when they identify they are moving out of that space. Then staff will orient them to the next activity before the student rejoins the group. If a student is reporting an emotional space other than one that is calm and ready to learn, staff will attempt to elicit and/or prompt to coping strategies and support use of said strategy prior to the student returning to the group.</p>
<p>2n.5. Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p>	<p>All staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p>
<p>2n.6. 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</p>	<p>All staff are trained in effective, evidence-based methods of developing and maintaining their own level of self-regulation and resilience to</p>

<p>able to support struggling students as well as colleagues.</p>	<p>enable them to remain calm and able to support struggling students as well as colleagues.</p>
<p>2n.7. Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> · Student elopes from area o If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. 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: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. 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: <ul style="list-style-type: none"> ● 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 	<p>Serendipity has planned for the impact of behavior mitigation strategies on public health and safety requirements. Prior to face-to-face interactions with students, Serendipity's staff receive training in the Crisis Prevention Institute's (CPI) de-escalation program. Staff are trained to use empathetic, calm interactions to help re-regulate students. Staff are trained to use the least restrictive interventions possible to maintain physical safety of staff and students and to only use physical restraint as a last resort to maintain safety. Staff training also includes training to the COVID safety requirements and discussions about how to meet those requirements while still maintaining Serendipity's level of student care. Students are provided access to handwashing or an approved hand sanitizer after a close interactions with staff or peers. Serendipity has identified clean and safe alternative space to maintain physical safety for students and staff and will ensure physical distancing to the maximum extent possible. Staff are trained to wash or sanitize their hands after any close contact with a student and to record any unexpected interactions between stable cohorts.</p>

interaction on the appropriate contact log. *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs	
2n.8. 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. iors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.	All common areas are cleaned and sanitized in between cohort or individual use, including unexpected use for intervention or de-escalation. Additionally, all common areas are cleaned and sanitized by assigned staff each day.

Requirements for 2o. PROTECTIVE PHYSICAL INTERVENTION

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

Plan Details for 2o.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
2o.1. Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the Ready Schools, Safe Learners guidance). Single-use disposable PPE must not be re-used.	Reusable PPE is cleaned and disinfected following the manufacturer's recommendations, after every episode of physical intervention. Serendipity has on-site laundry facilities to be used for this purpose. Single-use disposable PPE will not be re-used.

Response to Outbreak (Section 3 of the RSSL Guidance)

Requirements for 3a. PREVENTION AND PLANNING

- 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.

Plan Details for 3a.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
3a.1. Review the “Planning for COVID-19 Scenarios in Schools” toolkit.	Serendipity has reviewed the RSSL "Planning for COVID-19 Scenarios" toolkit in developing and implementing their response to a potential outbreak.
3a.2. Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Serendipity will continue to meet LPHA weekly and coordinate with LPHA about current transmission levels.

Requirements for 3b. RESPONSE

- 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.

Plan Details for 3b.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
3.b.1. Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit.	Serendipity has reviewed the RSSL "Planning for COVID-19 Scenarios in Schools" toolkit and it will be used for guidance in making decisions related to quarantining and isolation in the event of a COVID-19 case on campus.
3b.2. Ensure continuous services and implement Comprehensive Distance Learning.	Serendipity will continue to provide the instructional model that is most appropriate for all students including Comprehensive Distance Learning.
3b.3. Continue to provide meals for students.	Serendipity will continue to rely on our districts to provide meals to our families during Comprehensive Distance Learning. Serendipity will provide meals to students during in-person instruction. Serendipity will continue to provide additional meals support to our families as needed.

Requirements for 3c. RECOVERY AND REENTRY

- Review and utilize the “[Planning for COVID-19 Scenarios in Schools](#)” toolkit.
- Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.

- When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

Plan Details for 3c.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Operational Blueprint Expectations	Board Approved Serendipity Plan
3c.1 Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit.	Serendipity has reviewed the RSSL "Planning for COVID-19 Scenarios in Schools" toolkit and it will be used for guidance in making decisions related to returning to campus following the appropriate period of quarantine or isolation.
3c.2. Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.	Every classroom, office, and common area are cleaned and sanitized each day by a professional janitorial crew. Additionally, each of these spaces are cleaned multiple times daily by assigned staff.
3c.3. 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.	When bringing students back into On-site or Hybrid instruction, Serendipity will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

ASSURANCES

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

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

This section does not apply to private schools.

Let us know whether statement 1 or statement 2 applies to your school plan by typing “Yes” after the prompt that follows the correct statement:

1. 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](#)

Does statement 1 apply to your school?

This does not apply to private schools.

2. 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.

Does statement 2 apply to your school?

This does not apply to private schools.

Assurance Compliance and Timeline

If a district/school cannot meet any of the requirements from the sections listed below, provide a plan and timeline to meet the requirement:

- Section 4: Equity
- Section 5: Instruction
- Section 6: Family, Community, Engagement
- Section 7: Mental, Social, and Emotional Health
- Section 8: Staffing and Personnel

Please type below which requirements cannot be met and the plan and timeline to meet them. Be sure to include how and why the school is currently unable to meet them.

School’s response:

Not applicable to Serendipity as Serendipity is a private school.