

# OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/30/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school <sup>[1]</sup> has been directed to submit a plan to the district <sup>[2]</sup> 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, <sup>[3]</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Cascades Academy
Key Contact Person for this Plan	Julie Amberg, Head of School
Phone Number of this Person	541-382-0699 x 100
Email Address of this Person	amberg@cascadesacademy.org
Sectors and position titles of those who informed the plan	Julie Amberg, Head of School Mark Stamler, Business Officer Toni Congedo, Health Coordinator Holly Klein, Chair Board of Trustees Jennifer Delahunty, Chair Pathways Committee Blair Jenkins, Pathways Committee Member Bernadette Shilliam, School Safety Officer Katie Lamarre, Director of Curriculum Jessi Christiansen, Lower School Head Aaron Moorhead, Middle School Head Joshua Klaus, Upper School Head

Local public health office(s) or officers(s)	Deschutes County Public Health 24 hr line 541-322-7418 Jill Johnson 541-322-4452
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Toni Congedo, Health Coordinator
Intended Effective Dates for this Plan	September 8, 2020
ESD Region	High Desert

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

Community engagement and diversity, equity, and inclusion are both core values of Cascades Academy's school program. Throughout the spring and summer of 2020 the school maintained consistent, clear communication with its community members and solicited feedback throughout the planning process. All communications are sent via email, available on the school's website, and also accessible through the school's family portal.

To ensure that family and student voices have been included in its planning, the school engaged students and families in multiple surveys and focus groups, and the staff has been accessible for direct questions from families as well. First, in June 2020, the school surveyed all families and students about their experience with remote learning and what the school should consider as it plans for multiple scenarios for the fall. This survey also identified any immunocompromised households and those households that, while not immunocompromised, prefer not to return to on-campus instruction for any number of reasons. After reviewing the survey results, the school prepared a concurrent virtual learning option for any students who opt into that program.

The school conducted six different division-specific focus groups, and, in late July given the changing landscape with regard to increased infection rates, the school sent another survey to all families to gauge their interest and comfort in returning to campus in the fall. In this survey, families were asked to submit their preference for either an on-campus, hybrid, or virtual

program. The school will ask all families to confirm their preference in mid-August when more information is available about reopening plans and local infection rates.

The school's Director of Counseling will offer both in-person and remote counseling services, and division leaders have been in contact with individual families who struggled with the remote learning environment to determine what additional supports need to be in place for the 20-21 school year. In addition, the reading support specialist is prepared to offer both in-person and remote support. Finally, the school is prepared to supply a device (either tablet or Chromebook) to all students who may need one.

The school has been consistently communicating with families at least every two weeks throughout the summer as planning has evolved and will continue to do so.

Our faculty have been working diligently this summer on our distance learning plans. We are confident we can adapt to any learning situation. As of August 4, 2020, we realize our county has not yet met the metrics needed to bring students back to campus and will implement learning plans accordingly.

3. Indicate which instructional model will be used.

Select One:

**On-Site Learning (PK-8<sup>th</sup> grade)**

**Hybrid Learning**

**Comprehensive Distance Learning (9<sup>th</sup>-12<sup>th</sup> grade)**

4.

of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](#).

(<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

## **REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT**

*This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.*

***Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.***

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

n/a

**Describe how your school's model aligns to the Comprehensive Distance Learning Guidance. In completing this part 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 accommodations.**

n/a

**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.**

n/a

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

## ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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

### 0. Community Health Metrics

#### METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

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

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

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

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

- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the *Ready Schools, Safe Learners* guidance).

## ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

*Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.*

### 1. Public Health Protocols

#### 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</li> <li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with the <b><i>Ready Schools, Safe Learners</i></b> guidance and other guidance from OHA.</li> <li><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li> </ul>	<p><a href="#">Communicable Disease Plan</a></p> <p>Utilize <a href="#">Oregon School Nurse's Association Covid-19 Staff Training</a> and Guidance during our Orientation and Training Week.</p> <p>Using a web and app based screening protocol to screen students and staff for entry or exclusion before entering the building.</p>

- ☒ Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
- ☒ Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
- ☒ Process to report to the LPHA any cluster of any illness among staff or students.
- ☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.
- ☒ Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
- ☒ Protocol to isolate any ill or exposed persons from physical contact with others.
- ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
- ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official.
  - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort.
  - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.

Cohort groups will be established by grade allowing for ease of tracing. Any faculty and staff interacting with those cohort groups will be logged. Cohort groups will maintain a schedule to be strictly followed that allows for monitoring their location.

Direct communications regarding Covid cases and exposures will be handled by the Head of School in conjunction with our LPHA.

<ul style="list-style-type: none"> <li>☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>· Child's name</li> <li>· Drop off/pick up time</li> <li>· Parent/guardian name and emergency contact information</li> <li>· All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li>   <li>☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li>   <li>☒ 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.</li>   <li>☒ Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	
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**1b. HIGH-RISK POPULATIONS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</li> </ul> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <ul style="list-style-type: none"> <li>☐ All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition</li> </ol> </li> </ul>	<p>All staff and students/families were given the opportunity to self identify as vulnerable or living with a vulnerable family member.</p> <p>Staff: Redeployed staff members to work tasks without in person contact</p> <p>Students: All students identified as vulnerable, either by a physician, or parent guardian, will be enrolled in off- campus learning with regular check ins.</p> <p>Medically Fragile Students are not applicable to our school</p>

and who require daily, direct, and continuous professional nursing services.

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

- OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.



**1c. PHYSICAL DISTANCING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li>   <li>☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.</li>   <li>☒ 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.</li>   <li>☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li>   <li>☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> </ul>	<p><u>Overall</u>  Removed extra furniture in classrooms allowing more separation of students.</p> <p>Removed fabric-covered furniture.</p> <p>Assign seating to maximize physical distancing and minimize physical interaction.</p> <p>Grades 9-12 grades are located in a separate building on our campus.</p> <p>Grades 6-8 has all of its classes and restrooms as well as access to outdoor areas in its own wing.</p> <p>K-5 students will not interact with other divisions since all instruction will be in their homeroom classroom.</p> <p>Arrival and departure times are staggered for divisions and 5 different entrances will be assigned and monitored allowing students to arrive and depart from doors closest and in some cases in their classroom.</p> <p>39 acre campus offers many outdoor opportunities. Plan to utilize many outdoor spaces for classes, lunch and recess. Covered porch areas, outdoor quads, nature playground will be utilized.</p> <p><u>Pre-K maximum of 10 students</u>  Grade cohort that will remain in the classroom with 2 teachers. Fenced outdoor space attached to the classroom. Through its own designated door can access other outdoor areas of campus. Restroom in classroom.</p> <p><u>Grades K-5/Lower School division maximum 110 students</u>  Class and grade rosters allow for a grade specific cohort group of no more than 20 people plus 1 teacher and an aid while providing a minimum of 35 sq feet</p>

per person and a minimum of 6 feet of separation between students. Hallway movement will be minimal allowing cohort groups to access outdoor classrooms. Music, makers learning, art, and science specialists rotate into classrooms. Recess outside within cohort groups. Classroom teaching adjustments to minimize group work. All materials disinfected between cohort uses. Use of outside spaces encouraged. Cohorts will meet every day on campus.

Grades 6-8/Middle School total division maximum 60 students

Class and grade rosters allow for a grade specific cohort group of no more than 20 students plus 1 teacher in an area that provides a minimum of 35 sq feet per person and a minimum of 6 feet of separation between students. Minimal hallway movement since specialist teachers will rotate to classroom. Movement will occur as cohorts access outside classrooms. Sight lines of entire hallway corridor will allow teachers to regulate movement to outdoor spaces. Recess outside within cohort groups and materials disinfected between cohorts. Use of outside spaces encouraged. Cohorts will meet everyday on campus.

Grades 9-12/Upper School total division maximum 60 students

Rosters allow for a cohort group of no more than 30 students plus 2 teachers in an area that provides a minimum of 35 sq feet per person and a minimum of 6 feet of separation between students. Groups will be blended 9th-10th graders as a cohort of 30 students and blended 11th-12th graders as a cohort of 30 students. The 9th-10th group will meet twice a week on campus, Monday and Tuesday, while the 11th-12th is working off campus; 11th-12th will be on campus Thursday and Friday while 9th-10th works off campus. One day per week, Wednesday, all stable cohort groups will be on campus in areas allowing for 6 feet of separation and 35 sq feet per person plus two teachers. They will work in their elective groups that day. The existing 9-10 and 11-12 cohorts never mix. There is a minimal amount of hall traffic as the cohort groups do have some different subject matter e.g. students in the 9-10 cohort do not all receive the identical math instruction. Biology and Physics lab instruction reviewed to minimize risks when close contact is necessary. When all cohorts on campus

Wednesday there are no classroom changes and only traffic would be to access outdoor spaces.

Age appropriate signage, classroom training, and visual cues will be used to support physical distancing requirements

#### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.               <ul style="list-style-type: none"> <li>· The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li>☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li>☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li>☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.</li> <li>☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<p>Stable cohorts to ensure capability for contact tracing</p> <p>Transportation: Cascades Academy does not offer bus service</p> <p>Lunch in classrooms or assigned outdoor spaces</p> <p>No locker rooms, choir, or large group gatherings</p> <p>Daily cohort log created to ensure contact tracing</p> <p><u>Grade level cohorts</u></p> <p>Pre-K</p> <p>Grade level cohort that will be a maximum of 10 in an area that ensures 35 sq feet per child and teachers.</p> <p>K-8</p> <p>These grade level cohorts are maintained throughout the year and for each special area, i.e music, art, foreign language. Max cohort of 20 in an area that provides 35 sq feet per student and ensures 6 feet of separation between desks.</p> <p>9-12</p> <p>There will be a combined cohort of 9-10 and another of 11-12. The cohort group will not exceed 30 allowing for 6 feet of distancing and 35 sq feet per student plus teachers.</p> <p>All cohort groups will remain mostly in a homeroom situation but some mixing within the cohort for math and science will necessitate hallway transition. On the days this occurs there is only one cohort in the building. When both cohorts are on campus on Wednesdays the only hallway traffic will be to the cohort specific restrooms and to access the outdoor spaces.</p> <p>Reading Assistance Cohort</p>

A reading specialist is utilized for LS and MS students when necessary. That specialist meets with students outside the cohort classroom but never mixes cohort members. Face shield for specialist and 6 feet of distancing required.

Emotional and Mental Health

School counselor meets with students when necessary. At times will engage with a classroom cohort and also meet with students within a cohort when necessary. These meetings may be 1 on 1 or include multiple members of the cohort. Meetings will never mix cohort groups and physical distancing will be honored.

Common Areas

There is no use of large common area spaces.

Restrooms

Cohort groups will be assigned to specific all gender bathrooms with a schedule to reduce waiting and mixing of cohorts. When not possible to adhere to schedule the areas will be sanitized between cohort uses.

**1e. PUBLIC HEALTH COMMUNICATION**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.               <ul style="list-style-type: none"> <li>· Consider sharing school protocols themselves.</li> </ul> </li> <li>☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.               <ul style="list-style-type: none"> <li>· Consult with your LPHA on what meets the definition of “close contact.”</li> </ul> </li> <li>☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</li> </ul>	<p>Head of School is sharing communications with all staff and faculty prior to arrival on campus explaining infection control measures. An all faculty and staff in-service will take place reiterating all procedures. The Blueprint will be shared and reviewed with all staff and faculty.</p> <p>The Health Coordinator in conjunction with the Head of School and LPHD will communicate with students, families, faculty and staff when necessary.</p> <p>The team will develop and will include LPHA for communicating with anyone who has come into close contact with a confirmed case or when a new case is confirmed .</p>

- ☒ Provide all information in languages and formats accessible to the school community.

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:               <ul style="list-style-type: none"> <li>· Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.</li> <li>· Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>· In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>· Emergency signs that require immediate medical attention:                   <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li>☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian.               <ul style="list-style-type: none"> <li>· Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> <li>· They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> </li> <li>☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g.,</li> </ul>	<p>Prior to the start of school the Head of School will communicate the procedure using the web -based screening app and exclusion if symptoms are exhibited for individual students, families, and faculty.</p> <p>Students will be visually screened by staff upon arrival.</p> <p>Entry into the building will be spread out by division and staggered to allow for screening and maintaining social distance requirements.</p> <p>Pre-K has its own entrance from a grassy area where parents will drop off their child and they will be screened and logged. Hand sanitizer will be provided as children enter.</p> <p>Kindergarten will enter directly into their classroom from outdoors through the patio door.</p> <p>1st Grade will enter through LS commons.</p> <p>2nd and 4th Grades will enter through doors between the US building and the main building.</p> <p>3rd and 5th Grades will enter through the four glass doors at the main entrance.</p> <p>6th-8th Grades will be staggered to begin 15 minutes later than all LS grades and will enter through 4 main glass doors.</p> <p>9th-12th will enter into their own building passing through the gymnasium rolling doors.</p> <p>If screening indicates a symptomatic student that student is directed to the office for evaluation following Deschutes County Health guidelines.</p> <p>Hand sanitizer stations will be placed at each entrance to be used prior to entering classrooms.</p>

<p>by a household member) to COVID-19 within the preceding 14 calendar days.</p> <ul style="list-style-type: none"> <li>☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</li> <li>☒ 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.</li> </ul>	<p>Disposable masks (for those that may desire or need) along with tissues will be available at the entrance as well.</p> <p>Staff will be provided with a list of symptoms and instructions to self screen prior to arrival at school. Staff will be required to use the web based app.</p> <p>Staff who have symptoms compatible with Covid-19 should remain home and report illness to their supervisor.</p> <p>Staff screening will include if they have been exposed to Covid-19.</p> <p>Staff who become ill at school should report to the Health Coordinator and be dismissed to home if they exhibit Covid symptoms.</p> <p>Health coordinator will follow up with parents/guardians on actual symptoms when reporting student absence.</p> <p>Any student or staff known to be exposed to Covid-19 will not be allowed on campus until 14 calendar days after exposure.</p> <p>Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening.</p>
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**1g. VISITORS/VOLUNTEERS**

<b>OHA/ODE Requirements</b>	<b>Hybrid/Onsite Plan</b>
<ul style="list-style-type: none"> <li>☒ Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</li> <li>☒ Visitors must wash or sanitize their hands upon entry and exit.</li> <li>☒ Visitors must wear face coverings in accordance with OHA and <a href="#">CDC</a> guidelines.</li> <li>☒ Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</li> </ul>	<p>Volunteer opportunities will be severely curtailed. If a volunteer is necessary they will be screened and masked. All distancing protocols will be reviewed. They will be added to the cohort list to include name, contact information, time of entry and exit.</p> <p>All deliveries will be accepted in the office area and moved by our employees to the proper location.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Face coverings or face shields for:               <ul style="list-style-type: none"> <li>· Staff who are regularly within six feet of students and/or staff                   <ul style="list-style-type: none"> <li>○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact.</li> <li>○ Staff who will sustain close contact and interactions with students.</li> </ul> </li> <li>· Bus drivers.</li> <li>· Staff preparing and/or serving meals.</li> </ul> </li> <li>☒ Face shields, face coverings or clear plastic barriers for:               <ul style="list-style-type: none"> <li>· Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.</li> <li>· Front office staff.</li> </ul> </li> <li>☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.</li> <li>☒ <b>Students who choose not to wear face coverings must be provided access to instruction.</b></li> <li>☒ <b>ADA accommodations:</b> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</li> </ul>	<p>Face Shields are not a substitute for a cloth face covering.</p> <p>The school does not have bus drivers The school does not have lunch staff</p> <p><u>Facial Coverings</u> <b>Required</b> for all staff, teachers, and all students when indoors and within six feet outdoors except while eating or drinking. Any staff, teacher, or student who is medically unable to wear a cloth face covering will consult with the Health Coordinator.</p> <p>Children of any age should not wear a covering while sleeping.</p> <p>Face coverings should never prohibit or prevent access to instruction or activities; students will be guided to select off-campus learning if they cannot wear a face covering.</p>

### 1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</li> </ul>	<p><a href="#">Communicable Disease Plan</a></p>

Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.

- Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.
- Consider required physical arrangements to reduce risk of disease transmission.
- Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.

Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.

- School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
- If able to do so safely, a symptomatic individual should wear a face covering.
- To reduce fear, anxiety, or shame related to isolation, provide 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.

School Risk Officer will connect weekly with school Health Coordinator on updates for plan and isolation measures taken to that point

Students who become ill with excludable symptoms will remain at school supervised by staff until parents/guardians can pick them up from the designated isolation area.

While exercising caution to maintain safety when working with symptomatic children, it is also critical that staff maintain sufficient composure and disposition so as not to worry a student or family.

Staff will maintain student confidentiality as appropriate.

Daily logs must be maintained that contain

-Name of students sent home for illness, time of onset, symptoms as per communicable disease procedure

-Name of students visiting the office for illness, even if not sent home per routine health logs

Staff and students with known or suspected Covid-19 cannot remain at school and should return only after their symptoms resolve. In no case can they return before:

-The passage of 14 days after exposure and

-Symptoms have been resolved for 24 hours without the use of anti-fever meds.

- ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.
  - Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.
  - If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 14 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
    - Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving.
  - If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
  - If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).

- ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.

An Exclusion flow chart has been shared with faculty and staff and will be shared with families prior to the beginning of school.

The Health Coordinator will have a log of all students, faculty and staff being isolated or sent home to follow up with them and or the LPHA.

## 2. Facilities and School Operations

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

## 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li>☒ Do not disenroll students for non-attendance if they meet the following conditions:               <ul style="list-style-type: none"> <li>· Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>· Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul> </li> <li>☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> </ul>	<p>All students will be enrolled following our existing guidelines</p> <p>No student will be dropped for non attendance if they meet the following conditions:</p> <ul style="list-style-type: none"> <li>-Have Covid-19 symptoms for the past 14 days</li> <li>-Are identified as vulnerable or a part of a population that is vulnerable to Covid-19</li> </ul> <p>Attendance taken for students learning from home.</p>

## 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>On-Site school students:</b> Full-time and part-time students follow normal reporting policy and procedures.</li> </ul>	<p>Attendance will be taken daily.</p> <p>Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.</p> <p>Attendance monitor will alert the Head of School when the absence rate has increased by 20%.</p> <p>The Health Coordinator will meet with the Head of School weekly to review school attendance. Faculty will use Steelhead Connect to take attendance and monitor check-ins for students not learning on campus.</p>

☒ **Full-Time Online and/or Hybrid school students:**

Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.

- Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.
- For the purposes of this section, please use the following definition and clarification:  
**Online and/or Hybrid Check-in:** The responsibility of taking attendance must be performed by the teacher of record.  
“Check-ins” with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.
- The student must check-in **at least** twice a week with their teacher(s) of record on **at least** two separate weekdays in order to be counted as present for all five days of that week.
- If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are five days scheduled in the week).
- The student must be counted as absent for the entire week (five days, if there are five days scheduled in the week) if they do not report in at all during the week.
- Note: If a district schedule is based on a four-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the

entire week (four days) and once a week to be counted as present for half of the week (two days).

- Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff.

The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).

**Part-time students receiving online and/or hybrid instruction (not college courses):**

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

**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).</p>	<p>Clean and sanitize each device brought in for updates, repair, return or redistribution.</p> <p>Continue work to facilitate continuous learning experiences that occur on-site and off-site. Include options for digital learning and provisions for non-digital distance learning if internet and computers are not available.</p>

<p>☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p>	<p>Update family survey: collect information about the numbers and conditions of devices used in homes to support remote learning.</p> <p>Plan in place for adequate technology at home for off-site working, teaching and learning.</p> <p>Review technology policies and data privacy policies and update if needed.</p> <p>Continue with a family and educator technical support/help desk to support the use of technology.</p>
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**2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</p> <p>☒ <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p> <p>☒ <b>Events:</b> 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.</p> <p>☒ <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p>	<p><b>Handwashing:</b> age appropriate hand washing education, set specific handwashing times in classroom schedule. Always wash hands before meals, after meals, and after using the restroom.</p> <p><b>Hand Sanitizer:</b> Must be used before entering the classroom and when transitioning to and from outdoor spaces. Will be available at all entrances and in each classroom.</p> <p><b>Equipment:</b> Classroom supplies will be designated for individual use as much as feasible. When individual use is not possible it will be cleaned before use by another student or cohort group. All playground equipment will be sanitized before use by another cohort group</p> <p><b>Safety Drills:</b> during fire drills and other safety drills all cohorts will be safely distanced during exit, recovery, and reentry</p> <p><b>Events:</b> Field trips will be redesigned to allow for social distancing and maintenance of cohort groups. Athletic competitions will be allowed based on specific guidance. Large assemblies, special performances, school wide parent meetings will be cancelled or held in a virtual format.</p> <p><b>Transitions/Hallways:</b> Transitions in all divisions will mostly be limited to the times individual cohort groups use outside spaces and then return to indoor classrooms. These few transitions will be staggered to allow for correct distancing measures and no</p>

☒ **Personal Property:** Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.

interaction between cohort groups. Hallway traffic patterns established.

**Line Up:** line up areas will be marked with visual clues

**Personal Property:** each classroom will have a limit on the number of items brought from home. A list will be sent home with allowable items i.e. Refillable water bottles, school supplies, headphones, computers, backpacks, and lunch boxes. Each item must be labeled prior to entering and not shared with other students.

**Restrooms:** Pre-K and K each have their own class specific private restrooms; 1st-5th and 6th-8th have designated restrooms in each wing while the US has cohort specific restrooms in their building.

Each cohort group will have designated restroom schedules alleviating waiting and large groups. When maintaining a restroom schedule is not possible the restroom will immediately be cleaned after use. Restrooms will regularly be cleaned and throughout the day.

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</p> <p>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</p> <p>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</p> <p>☒ Develop sign-in/sign-out protocol to help facilitate contact tracing: <ul style="list-style-type: none"> <li>· Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>· Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </p>	<p>Students will have staggered drop off and pick-up times to ensure social distancing.</p> <p>For families with multiple children in different cohorts spaces will be used to maintain cohort groups and ensure student supervision.</p> <p>Hand sanitizer will be available at all entry doors.</p> <p>Specific entrances will be used based on grade cohort to reduce congestion and allow for visual screenings.</p> <p>The school will share with families the need to keep drop-off/ pick-up interactions as brief as possible.</p> <p>Designate traffic flow to and mark specific areas for smooth transitions.</p> <p>Parent/guardian communication prior to school with pick up and drop off protocol.</p>

<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas.</li> <li><input checked="" type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	
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## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Seating:</b> Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.</li> <li><input checked="" type="checkbox"/> <b>Materials:</b> 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.</li> <li><input checked="" type="checkbox"/> <b>Handwashing:</b> Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<p><b>Seating:</b> rearranged student desks and tables to be 6 feet apart and facing in the same direction. Assign seating so students are in the same seat each day.</p> <p><b>Materials:</b> limit sharing of community supplies. If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.</p> <p><b>Handwashing:</b> age appropriate signage and instruction in place as well as regular reminders for handwashing.</p> <p><b>Furniture:</b> All upholstered furniture and soft seating has been removed from student areas.</p> <p><b>Seating:</b> each class and hallway will have visual aids to reinforce appropriate spacing and traffic flow.</p> <p><b>Environment:</b> Modern HVAC system with MERV 13 filtration with fresh air exchanger as well as operating windows in all classrooms will provide abundant outside air. Cohorts will hold classes outside as much as possible when appropriate.</p> <p>HVAC inspected at regular intervals, filters changed monthly as well as being equipped with sensors to notify if they need changing at a different interval.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> </ul>	<p>Community playgrounds now open but our playground is posted as private property, no trespassing. Select cohort groups of the school will use playground on a staggered schedule with disinfecting between cohorts.</p>

<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds.</li> <li><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment.</li> <li><input checked="" type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use.</li> <li><input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input checked="" type="checkbox"/> Clean all outdoor equipment between cohorts.</li> </ul>	<p>Students must wash hands after using restrooms. Portable sinks with soap available for outside use. Before and after using playground equipment, if handwashing is not available, sanitizer is acceptable prior to leaving the classroom and returning.</p> <p>Recess activities will be planned to support physical distancing and maintain stable cohort groups.</p> <p>Teachers will take an active role in allocating equipment usage due to its lessened capacity of use.</p>
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## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.</li> <li><input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input checked="" type="checkbox"/> Adequate cleaning of tables between meal periods.</li> </ul>	<p>All meals will be brought in from home and eaten in the classroom or an outdoor space that meets the social distancing and cohort separation requirements.</p> <p>Handwashing scheduled before meal periods</p> <p>Each table or desk will be cleaned prior to and after eating</p> <p>Students will not share utensils</p> <p>Students have recess after lunch and desks will be cleaned and sanitized</p>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input checked="" type="checkbox"/> 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 <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing.               <ul style="list-style-type: none"> <li>· If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student.</li> <li>· If arriving at school, notify staff to begin isolation measures.</li> <li>· If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> <li><input type="checkbox"/> 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.</li> <li><input checked="" type="checkbox"/> Drivers wear face shields or face coverings.</li> <li><input type="checkbox"/> 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).</li> </ul>	<p>No bus service</p> <p>Busses might be used for some field trips of an existing grade cohort, and we will follow the transportation procedures of distancing, frequent cleaning and disinfecting of heavily touched surfaces. Busses are 14 passenger and our teachers are trained to drive them.</p> <p>Driver will wear a face covering as will students. Existing cohorts will never mix and required spacing will be maintained while students are seated. Windows will be opened to allow for fresh air circulation.</p>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> <li>☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li>☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li>☒ 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.</li> <li>☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.</li> <li>☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li>☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li>☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	<p>All frequently touched surfaces eg. door handles, sink handles, drinking fountains (bottle fill only operable), and handrails will be cleaned 2 additional times during school hours. If there are any shared supplies they will be cleaned between uses.</p> <p>Restrooms will be disinfected between cohort groups or as necessary if mixed cohort group occurs.</p> <p>Exclusive cohort bathrooms will be disinfected after lunch.</p> <p>Playground equipment will be sanitized between cohort groups.</p> <p>Disinfectant and cleaning supplies all labeled.</p> <p>Ventilation systems will be inspected, filters changed and maintained throughout the year.</p> <p>Care has been taken to avoid using asthma inducing ingredients as much as possible.</p> <p>Air exchanger and filtration maintained and serviced at regular intervals.</p> <p>When possible outside doors and windows will be opened to allow for even more fresh air.</p> <p>Janitorial service daily. Disinfecting of desks and hard surfaces in classrooms, hallways, bathrooms, hand rails as well as floors."N" list products used.</p>
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**2k. HEALTH SERVICES**

OHA/ODE Requirements	Hybrid/Onsite Plan
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<p><input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</p> <p><input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p>	<p>We will practice appropriate communicable disease isolation and exclusion measures.</p> <p>Staff will participate in required health services training.</p> <p>Immunization processes will be addressed as per routine timeline. Information will be provided to families to encourage flu vaccines.</p> <p>Continuity of existing health management issues will have a plan for sustaining operations alongside Covid-19 specific planning.</p> <p>Age appropriate hand hygiene and respiratory etiquette education to promote prevention.</p>
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## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p> <p><input checked="" type="checkbox"/> Establish a specific emergency response framework with key stakeholders.</p> <p><input checked="" type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.</p>	<p>Coordinate communication with Deschutes County Health. Health Coordinator is primary contact with LPHD.</p> <p>Work with County Health to establish timely communication with staff and families.</p> <p>If cases increase locally we will activate our response team.</p> <p>Determine baseline absentee rate and report any increase of 25% or more.</p> <p>Developed an emergency response framework with key stakeholders.</p> <p>Modify, postpone or cancel large school events.</p>

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.</li> <li><input checked="" type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.</li> <li><input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.</li> <li><input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.</li> <li><input checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA.</li> <li><input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.</li> <li><input type="checkbox"/> Continue to provide meals for students.</li> <li><input checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.</li> </ul>	<p>Follow the Cascades Academy and Deschutes County response protocol.</p> <p>In the event of closure we will initiate the Distance Learning Model.</p> <p>Our response team along with our Health Coordinator and in consultation with Deschutes County Health will clearly communicate the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students, and families.</p>
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### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning.</li> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input checked="" type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction.</li> <li><input checked="" type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction.</li> </ul>	<p>Specific division level plans for Distance learning have been developed.</p> <p>Following guidance our custodial service is poised to prepare the building for reentry.</p> <p>Our educational plans are under constant review so we can adapt to any situation.</p>

- Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

## ASSURANCES

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

***Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.***

*This section does not apply to private schools.*

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

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

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

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