OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 4/26/2021

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

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 x100
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

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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.

	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
	Laura Hart 541-280-0630
	Laura.Hart@Deschutes.org
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Toni Congedo, Health Coordinator
Intended Effective Dates for this Plan	February 8, 2021
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. The school has continued its weekly communications throughout the school year.

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.

Our faculty worked diligently over the summer on our distance learning plans. We are confident we can adapt to any learning situation.

3. Select which instructional model will be used:

   ☒ **On-Site Learning**   ☐ **Hybrid Learning**   ☐ **Comprehensive Distance Learning**

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-22 in the initial template) and submit online, including updating when you are changing Instructional Model (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a).

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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

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

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). • OSHA has developed a risk assessment template.	Communicable Disease Plan Utilize Oregon School Nurse's Association Covid-19 Staff Training and Guidance during our Orientation and Training Week.
☒ Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.	Using a web and app based screening protocol to screen students and staff for entry or exclusion before entering the 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.	In our weekly email updates to our families and students there is a "submit feedback" button that allows someone to send an email directly to our Health Coordinator.
☒ 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

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.

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).

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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:
  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.
☐ 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:
    o U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool,
	All staff and students/families were given the opportunity to self identify as vulnerable or living with a vulnerable family member.
	
	Staff: Redeployed staff members to work tasks without in person contact
	
	Students: All students identified as vulnerable, either by a physician, or parent guardian, will be enrolled in off-campus learning with regular check ins.
	
	Medically Fragile Students are not applicable to our school.

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.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require **use of all space** in the calculation. This also applies for professional development and staff gatherings. 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.	Overall Removed extra furniture in classrooms allowing more separation of students. Removed fabric-covered furniture. Assign seating to maximize physical distancing and minimize physical interaction. Grades 9-12 grades are located in a separate building on our campus. Grades 6-8 has all of its classes and restrooms as well as access to outdoor areas in its own wing. K-5 students will not interact with other divisions since all instruction will be in their homeroom classroom. 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. 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. Pre-K maximum of 10 students 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. Grades K-5/Lower School division maximum 110 students 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 feetper 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.

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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

Grades 9-12 will be considered one cohort.
Groups are mostly blended with 9th-10th graders as a cohort of 30 students 11th-12th graders as a cohort of 30
students.
Elective classes may be blended with 9-12th graders.
Rosters will allow for contact tracing of smaller and larger cohort groups. 35 sq feet per person and a minimum of 6 feet of separation between students will remain in place until the end of the school year..

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

Staff will maintain physical distancing during all staff meetings and conferences, or utilize Zoom for remote web-based meetings.

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1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week[4], 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 contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	Stable cohorts to ensure capability for contact tracing Transportation: Cascades Academy does not offer bus service. Lunch in classrooms or assigned outdoor spaces. No locker rooms, choir, or large group gatherings. Daily cohort log created to ensure contact tracing. Grade level cohorts Pre-K: Grade level cohort that will be a maximum of 10 in an area that ensures 35 sq feet per child and teachers. K-8: 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. 9-12: There will be a combined cohort of 9-12. Mostly 9-10 will be blended and 11-12 will be blended. Only electives will be 9-12 with the cohort not exceeding 50. All blended groups will remain mostly in a

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[4] The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

	homeroom situation but some mixing within the cohort for math and science will necessitate hallway transition.
☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards[5], 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.	**Reading Assistance Cohort:** 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.
☒ 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.	**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 AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.	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.This includes, Power-point presentations and in-person demonstrations The Blueprint will be shared and reviewed with all staff and faculty. Periodic all-staff meetings will be conducted via Zoom and in-person to ensure reminders about public health protocols.
☒ 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.	The Health Coordinator in conjunction with the Head of School and LPHD will communicate with students, families, faculty and staff when necessary.
☒ Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e).	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.
☒ 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.	Signage is posted throughout campus regarding mitigation strategies, masks required, etc.
☒ 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.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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:
      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
☒ 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.
	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. Reminders are given frequently in writing to parents and students to ensure compliance with the screening app.
	
	Students will be visually screened by staff upon arrival.
	
	Entry into the building will be spread out by division and staggered to allow for screening and maintaining social distance requirements.
	
	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.
	
	Kindergarten will enter directly into their classroom from outdoors through the patio door.
	
	1st Grade will enter through LS commons. 2nd and 4th Grades will enter through doors between the US building and the main building.
	
	3rd and 5th Grades will enter through the four glass doors at the main entrance.
	
	6th-8th Grades will be staggered to begin 15 minutes later than all LS grades and will enter through 4 main glass doors.
	
	9th-12th will enter into their own building passing through the gymnasium rolling doors.
	
	If screening indicates a symptomatic student that student is directed to the isolation room and will be evaluated and monitored following Deschutes County Health guidelines. Parent/guardian will be contacted for pick up if warranted.
	
	Hand sanitizer stations will be placed at each entrance to be used prior to entering classrooms.
	
	Disposable masks (for those that may desire or need) along with tissues will be available at the entrance as well.
	
	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.
	
	Staff who have symptoms compatible with Covid-19 should remain home and report illness to their supervisor.
	
	Staff screening will include if they have been exposed to Covid-19.
	
	Staff who become ill at school should report to the Health Coordinator and be dismissed to home if they exhibit Covid symptoms.

	Health coordinator will follow up with parents/guardians on actual symptoms when reporting student absence.
	Any student or staff known to be exposed to Covid-19 will not be allowed on campus until 14 calendar days after exposure.
	Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Restrict non-essential visitors/volunteers.
    ● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.
    ● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.
☒ 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.
	Volunteer opportunities will be severely curtailed. If a volunteer is necessary they will be screened, have their hands sanitized, and be masked. All distancing protocols will be reviewed.
	
	Volunteers/visitors will be logged in to a daily log in sheet and will go through screening protocols including temperature check. Log will include time of entry and exit.
	
	All deliveries will be accepted in the office area and moved by our employees to the proper location.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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 following 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 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 away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
        o Students must not be left alone or unsupervised;
	Face Shields are not a substitute for a cloth face covering.
	
	The school does not have bus drivers.
	
	The school does not have lunch staff.
	
	Facial Coverings
	Required for all staff, teachers, and all students when indoors and outdoors except while eating or drinking. Face coverings will be provided when necessary.
	
	Any staff, teacher, or student who is medically unable to wear a cloth face covering will consult with the Health Coordinator.
	
	Children of any age should not wear a covering while sleeping.
	
	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.
	
	There will be no group face covering breaks. Any individual that needs a break will be separated and supervised. Any break will be conducted outside.

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.

☒ 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.

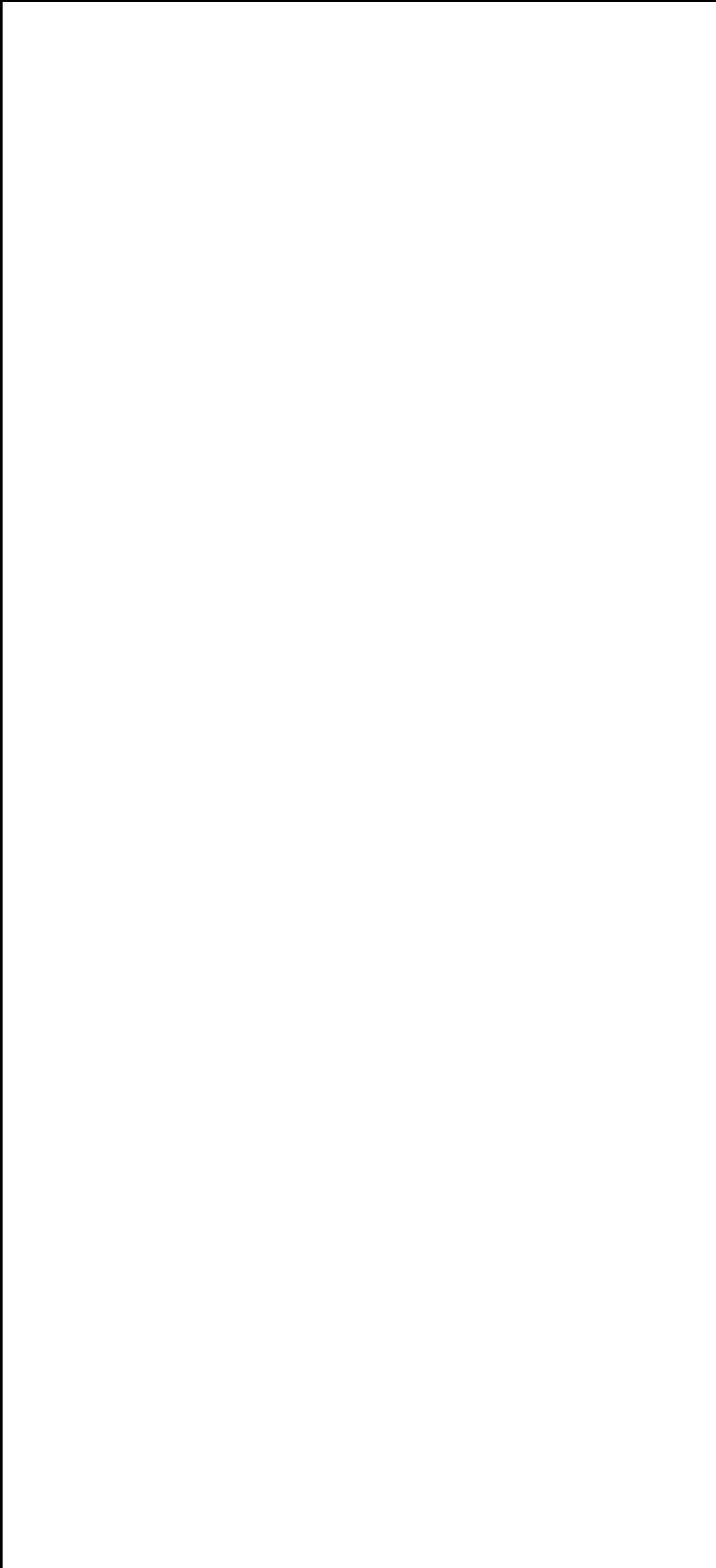● [Additional guidance](#) for nurses and health staff.

●

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.

☒ 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.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	Communicable Disease Plan School Risk Officer will connect weekly with school Health Coordinator on updates for plan and isolation measures taken to that point

☒ 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.

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 or students that develop symptoms during the school day will be sent to the isolation room for evaluation and monitoring. The designated isolation room allows for two occupants with 6 feet distance between areas. The isolation room is equipped with proper PPE for Health Coordinator or evaluee. Proper cleaning and disinfecting will take place after each use of the isolation room. Proper cleaning of hands will be performed after removal of PPE.

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.

K-12 students may access the virtual learning program if they are required to be temporarily off-site.

2. Facilities and School Operations

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.	All students will be enrolled following our existing 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.	No student will be dropped for non attendance if they meet the following conditions: - Have Covid-19 symptoms for the past 14 days - Are identified as vulnerable or a part of a population that is vulnerable to Covid-19 We will request records from the previous school within 10 days of enrollment. Records will be sent to any school a student transfers to.
☒ 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.	The school will reach out to any student that is absent to follow up. Teachers will interact with any student with a prolonged absence weekly. Virtual learning is offered for anyone with multiple day absences for illness or quarantine.
☒ 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.	Attendance taken for students learning from home.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☐ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	PK-5: Attendance will be taken daily for students who are in-person and learning virtually. 6-12: Attendance will be taken for each class period for students who are in-person and learning virtually. Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. Attendance monitor will alert the Head of School when the absence rate has increased by 20%. 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.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. ☒ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	Clean and sanitize each device brought in for updates, repair, return or redistribution. 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. Update family survey: collect information about the numbers and conditions of devices used in homes to support remote learning. Plan in place for adequate technology at home for off-site working, teaching, and learning. Review technology policies and data privacy policies and update if needed. Continue with a family and educator technical support/help desk to support the use of technology.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **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.	**Handwashing**: age appropriate hand washing education, set specific handwashing times in classroom schedule. Always wash hands before meals, after meals, and after using the restroom.

	Equipment: 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 sanitized before use by another cohort group
☒ **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.).	**Events:** 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. **Transitions/Hallways:** 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 interaction between cohort groups. Hallway traffic patterns established. **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.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
 	
☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.
 	
☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance).
 	
☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
   ● Eliminate shared pen and paper sign-in/sign-out sheets.
   ● Ensure hand sanitizer is available if signing children in or out on an electronic device.
 	
☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.
	Students will have staggered drop off and pick-up times to ensure social distancing.
	
	For families with multiple children in different cohorts spaces will be used to maintain cohort groups and ensure student supervision.
	
	Hand sanitizer will be available at all entry doors.
	
	Specific entrances will be used based on grade cohort to reduce congestion and allow for visual screenings.
	
	The school will share with families the need to keep drop-off/ pick-up interactions as brief as possible.
	
	Designate traffic flow to and mark specific areas for smooth transitions.
	
	Parent/guardian communication prior to school with pick up and drop off protocol.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces *s*o that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and	**Seating:** 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. **Materials:** 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.

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.	**Handwashing:** age appropriate signage and instruction in place as well as regular reminders for handwashing.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. 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 <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. 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.	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. 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. Recess activities will be planned to support physical distancing and maintain stable cohort groups. Teachers will take an active role in allocating equipment usage due to its lessened capacity of use. Staff will be instructed about limiting the number of employees in shared spaces. Use will be restricted to allow for 35 square feet of space per person. Occupancy is posted.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face 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.	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. Handwashing scheduled before meal periods. Each table or desk will be cleaned prior to and after eating. Students will not share utensils. Students have recess after lunch and desks will be cleaned and sanitized.

☒ Students and staff must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and 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.	Staff will be instructed about limiting the number of employees in shared spaces. Use will be restricted to allow for 35 square feet of space per person. Planning will be provided to allow for staggered breaks. Occupancy signs are posted.

<center>**2i. TRANSPORTATION**</center>

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the *Ready Schools, Safe Learners* guidance). ☒ 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. 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. ☐ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the *Ready Schools, Safe Learners* guidance.	No bus service. 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. 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.

☐ 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.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. 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 <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans 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).	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. Restrooms will be disinfected between cohort groups or as necessary if mixed cohort group occurs. Exclusive cohort bathrooms will be disinfected after lunch. Tents used for outdoor learning spaces will have 75% of the square footage open to airflow. Playground equipment will be sanitized between cohort groups. Disinfectant and cleaning supplies all labeled. Care has been taken to avoid using asthma-inducing ingredients as much as possible. HVAC displacement ventilation air exchange system ● All classrooms receive a constant supply of filtered fresh air through air exchangers that are fitted with MERV 13 filters on the intake. ● Air is not recirculated in the building. ● Each wing of the school has its own dedicated unit with its size based on how many classrooms it has to service. ● The air exchangers operate by using two different fans. ● air exchangers have a complete yearly inspection ● monthly filter changes ● fit with monitors on the filters to indicate service needed. When possible outside doors and windows will be opened to allow for even more fresh air. Janitorial service daily. Disinfecting of desks and hard surfaces in classrooms, hallways, bathrooms, hand rails as well as floors."N" list products used.

☒ Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).	

2k. HEALTH SERVICES

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

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

☐ 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.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.
    ● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
    ● Fire drills must be conducted monthly.
    ● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
    ● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.
	All drills will be scheduled in accordance with the guidelines.
	
	Lock down drills will not be practiced due to the nature of the drill.
	
	Students will wash or sanitize hands after the drill is complete.

☒ 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.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.
☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
    ● Student elopes from area
        o If staff need to intervene for student safety, staff should:
            ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
            ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
            ● Wash hands after a close interaction.
            ● Note the interaction on the appropriate contact log.
        o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
    ● Student engages in behavior that requires them to be isolated from peers and results in a room clear.
        o If students leave the classroom:
            ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
            ● Ensure physical distancing and separation occur, to the maximum extent possible.
            ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
            ● Wash hands after a close interaction.
            ● Note the interaction on the appropriate contact log.
        o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
    ● Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
        o If staff need to intervene for student safety, staff should:
            ● Maintain student dignity throughout and following the incident.
	We use several specific programs for Lower School that unify and synchronize the approach to support a high standard of conduct and provide a variety of strategies when it comes to helping students interact with their peers and their environment in appropriate and regulated ways. Our approach for social and emotional well-being is guided by two main resources in our Lower School; CASEL and Responsive Classroom. The Collaborative for Academic, Social and Emotional Learning (CASEL) provides the school with general guidelines in order to meet each student's needs. Classroom practices include support in developing self-awareness behaviors, self-management behaviors, relationship skills, social awareness skills and skills in responsible decision making. These SEL skills support the development of self-regulation, perseverance and student motivation, and are all essential ingredients to a shared commitment by teachers and families that help elevate overall expectations and commitment to maintain a safe and positive learning environment.
	The school relies on several domains identified in the Responsive Classroom approach, an evidence-based education approach associated with teacher effectiveness, high student engagement and positive school climate. Providing students with engaging academics, creating a positive community, utilizing developmentally responsive teaching as well as applying effective classroom management strategies are four domains that contribute to bringing together social and academic learning throughout the school day.
	
	Mindfulness, breathing techniques and yoga are used routinely.
	
	When a student displays signs of needing more support in social emotional skills, such as self-regulation, the classroom teacher applies strategies that connect to CASEL or Responsive Classroom strategies. Support is designed through the lens of the student and is also coordinated with the Division Head and the parents. At times, collaboration with outside behavioral or learning support is also arranged, depending on the need.
	
	If a student needs support that requires removal from the classroom, the student is supported by their Division Head and/or the school's counselor in order to gain the space and regrouping techniques needed to rejoin his/her peers.
	
	Support meetings are held regularly to identify strategies of support per student.
	
	Dysregulation in our MS and US is rare and does not require any kind of physical contact.
	In Advisory, SEL skills based on the CASEL wheel are routinely practiced.
	
	Our counselor is trained in CPI's (Crisis Prevention Institute) De-Escalation tips and practices.
	
	Be Empathic and Nonjudgmental
	Do not judge or be dismissive of the feelings of the person in distress. Remember that the person's feelings are real, whether or not you think those feelings are justified. Respect those feelings, keeping in mind that whatever the person is going through could be the most important event in their life at the moment.

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

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

☒ 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.

Respect Personal Space
Be aware of your position, posture, and proximity when interacting with a person in distress. Allowing personal space shows respect, keeps you safer, and tends to decrease a person's anxiety. If you must enter someone's personal space to provide care, explain what you're doing so the person feels less confused and frightened.

Use Nonthreatening Nonverbals
The more a person is in distress, the less they hear your words—and the more they react to your nonverbal communication. Be mindful of your gestures, facial expressions, movements, and tone of voice. Keeping your tone and body language neutral will go a long way toward defusing a situation.

Keep Your Emotional Brain in Check
Remain calm, rational, and professional. While you can't control the person's behavior, how you respond to their behavior will have a direct effect on whether the situation escalates or defuses. Positive thoughts like "I can handle this" and "I know what to do" will help you maintain your own rationality and calm the person down.

Focus on Feelings
Facts are important, but how a person feels is the heart of the matter. Yet some people have trouble identifying how they feel about what's happening to them. Watch and listen carefully for the person's real message. Try saying something like "That must be scary." Supportive words like these will let the person know that you understand what's happening—and you may get a positive response.

Ignore Challenging Questions
Engaging with people who ask challenging questions is rarely productive. When a person challenges your authority, redirect their attention to the issue at hand. Ignore the challenge, but not the person. Bring their focus back to how you can work together to solve the problem.

Set Limits
As a person progresses through a crisis, give them respectful, simple, and reasonable limits. Offer concise and respectful choices and consequences. A person who's upset may not be able to focus on everything you say. Be clear, speak simply, and offer the positive choice first.

Choose Wisely What You Insist Upon
It's important to be thoughtful in deciding which rules are negotiable and which are not. For example, if a person doesn't want to shower in the morning, can you allow them to choose the time of day that feels best for them? If you can offer a person options and flexibility, you may be able to avoid unnecessary altercations.

Allow Silence for Reflection
We've all experienced awkward silences. While it may seem counterintuitive to let moments of silence occur, sometimes it's the best choice. It can give a person a chance to reflect on what's happening, and how they need to proceed. Silence can be a powerful communication tool.

Allow Time for Decisions
When a person is upset, they may not be able to think clearly. Give them a few moments to think through what you've said. A person's stress rises when they feel rushed. Allowing time brings calm.

Restraint is not routinely used within our school.

"Restraint" means the restriction of a student's actions or movements by holding the student or applying pressure or other means. "Restraint" does not include:

• Holding a student's hand or arm to escort the student safely and without the use of force from one area to another; • Assisting a student to complete a task if the student does not resist the physical contact; or • Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statue ORS 339.288 and the intervention is necessary to: • Break up a physical fight;

• Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or

• Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

If the need presented, restraint may be imposed on a student only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and

2. Less restrictive interventions would not be effective.

Seclusion is not routinely used in our school.

"Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked. Seclusion does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

If the need presented, seclusion may be imposed on a student only under the following circumstances:

Seclusion may only be used on a student only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and

2. Less restrictive interventions would not be effective. If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, i.e., teacher or administrator, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Use of Restraint and Seclusion Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the school.

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	Physical intervention is not used. If any PPE is used, it will be cleaned using the appropriate methods.

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Coordinate communication with Deschutes County Health. Health Coordinator is primary contact with LPHD. Work with County Health to establish timely communication with staff and families. If cases increase locally we will activate our response team. Determine baseline absentee rate and report any increase of 25% or more. Developed an emergency response framework with key stakeholders. Modify, postpone, or cancel large school events.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☐ Continue to provide meals for students.	Follow the Cascades Academy and Deschutes County response protocol. In the event of closure we will initiate the Distance Learning Model. 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. We do not currently provide meals to students.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g. 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.	Specific division level plans for Distance learning have been developed. Following guidance our custodial service is poised to prepare the building for reentry.

	Our educational plans are under constant review so we can adapt to any situation.

ASSURANCES

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

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

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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