



WALDORF SCHOOL OF BEND

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Waldorf School of Bend
Key Contact Person for this Plan	Nathaniel Brocious
Phone Number of this Person	(541) 330-884
Email Address of this Person	nbrocious@bendwaldorf.com
Sectors and position titles of those who informed the plan	Nate Brocious - School Director Rob Clemens - Board of Directors President Nicole Blume - Outreach Coordinator
Local public health office(s) or officers(s)	Deschutes County Public Health Department: <ul style="list-style-type: none"> • Communicable Disease Hotline: (541) 322-7418 • General Public Health Info: (541) 322-7400 • Environmental Health: (541) 317-3114 • Address: 2577 NE Courtney Dr, Bend, OR 97701 • Website: https://www.oregon.gov/oha/PH/PROVIDERPARTNER

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.

	<p>RESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Deschutes.pdf</p> <p>Key Contact Officers:</p> <ul style="list-style-type: none"> ● Communicable Disease Investigation Supervisor: Jill Johnson, RN <ul style="list-style-type: none"> ○ T: (541) 322-7452 ○ E: Jill.Johnson@deschutes.org ● CD Phone Line: 541-322-7452 <p>Operational Blueprint Review, please email to:</p> <ul style="list-style-type: none"> ● Natalie Craig Natalie.Craig@deschutes.org ● Emily Freeland at Emily.freeland@deschutes.org
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Nathaniel Brocius
Intended Effective Dates for this Plan	Sept 2020 - June 2021
ESD Region	High Desert ESD

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.

To prepare for the 2020-21 school year, we have engaged our community in multiple ways, including the following:

Firstly, we have published several school-wide electronic newsletters detailing Oregon Health Authority News and COVID-19 updates. Our newsletters have shared critical summaries and news reports of executive orders by Governor Kate Brown regarding public safety and school closures, as well as explained our school’s immediate response plans in regards to these evolving mandates. Newsletters have also provided electronic web address links to valuable community resources, such as the Bend-La Pine School District’s COVID-19 response. We also directed community members to sign up for a BLConnect Subscription, which allows registered parents/guardians to be notified via text message about weather events, a school lockdown, or a school evacuation.

Secondly, we assembled a comprehensive internal 40 page Google Slides document, entitled our “Remote and Onsite Operations Manual,” in preparation for the 2020-21 school year. This document provided detailed information on a wide variety of topics relevant to our school’s operations for both in person, hybrid model, and full distance/online learning, such as technology use and expectations, health and safety protocols, and internal school leadership structures. This document, which is in continual process of being updated as our public health situation evolves and as our local, state, and federal authorities convey new information and relevant mandates regarding public safety, was distributed to our enrolled families and school community members, who can access the latest version at any time via a link from our school website.

Additionally, we distributed electronic surveys to our parent community inquiring about their needs and preferences related to distance learning, technology access at home, etc., and requested their feedback as to how we could better serve their children so that we could more effectively plan for our school’s operations. We do have some families who live in more rural areas with limited access to technology, as well as families who experienced economic hardship due to the COVID-19 crisis. To engage specifically with these underserved and

marginalized community members disproportionately impacted by COVID-19, we have inquired about technology access in the home and modified distance learning curriculum and assignments to meet their needs, such as providing paper printed copies instead of digital copies for certain content.

Lastly, we started an online virtual community via a private Facebook group entitled “Waldorf School of Bend Families” whose membership is exclusively limited to currently enrolled families (this group is separate from our public Facebook group page). We began this online support group as a “place for enrolled families to connect, inspire, and support one another in this time.” Families have used the group to connect resources to one another, such as delivering groceries, diapers, etc., making car and rent payments for others, etc.

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/a4dedb5185d94966b1dff75e4874c8a>).

* **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.

We initially selected and devised a plan for Hybrid Learning. However, due to the metrics for Reopening On-site Learning outlined by Governor Kate Brown on July 29, 2020, our school is currently not eligible to implement our Hybrid Model under the current district and state metrics for case numbers and positivity rates. Therefore, we will likely be starting the year under Comprehensive Distance Learning (CDL) on a temporary basis for all of our students in Grades 1-8 until our county and state metrics for reopening to onsite learning have been met; students in Nursery through Early Childhood will be on-site under the Emergency Childcare for Essential Workers requirements. Once these metrics are in place and we are eligible to return to part-time in person learning, we plan to switch to our Hybrid Model for older students as outlined in this Operational Blueprint

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

Under a Comprehensive Distance Learning model, schools have the responsibility to: continue to focus on student identity and belonging, care, connection, wellbeing, and mental, social, and emotional health; actively engage and nurture relationships with students, families, and community; center equity in all outreach and communication efforts with parents and caregivers; provide high quality, well-rounded learning opportunities; and encourage, support, and provide opportunities for active collaboration and communication between school leaders, teachers, and all school staff. We will fulfill these responsibilities in a myriad of ways by providing both synchronous and asynchronous learning instruction; addressing individual student needs in an equitable fashion; ensuring equitable access to technology platforms; and collaborating and communicating with students, parents, and community members. We have reviewed the CDL guidance.

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.

We plan to return to a Hybrid Learning model as soon as the Oregon state and Deschutes County public health metrics for re-opening have been met and we are eligible to return to on-site learning. Metrics include:

- COVID-19 is not spreading among school community
- Case rate in the county is $30 \leq$ cases per 100,000 population in preceding 7 days for the past 3 week
- Test positivity in the county is $\leq 5\%$ in the preceding 7 days for the past 3 weeks
- Schools fully comply with Sections 1-3 of 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
<input type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g) . <ul style="list-style-type: none"> • OSHA has developed a risk assessment template. <input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.	Overview: <ul style="list-style-type: none"> • The Waldorf School of Bend has conducted an exposure- risk assessment as required by OSHA (LINK TBD) • We have implemented a variety of measures to limit the spread of COVID-19 within our schooling setting. These measures will be detailed on the following pages of this Operational Blueprint.
<input type="checkbox"/> 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 . <ul style="list-style-type: none"> • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). • OSHA has developed a sample infection control plan. <input type="checkbox"/> 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.	Communicable Disease Management Plan <ul style="list-style-type: none"> • We have developed a comprehensive written Communicable Disease Management Plan (CDMP) to specifically address the prevention of the spread of COVID-19 • We have updated our CDMP using guidelines from the Oregon School Nurses Association, the Occupational Health and Safety Administration, the Oregon Department of Education, and Oregon Health Authority. • We have made this plan available to our community members via email and by posting on our school website prior to the start of the new school year. • Please see attached link for our CDMP: https://www.bendwaldorf.com/wp-content/uploads/2020/08/Communicable-Disease-Plan-2020.pdf
<input type="checkbox"/> 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.	Key Contacts: <ul style="list-style-type: none"> • Designated School Contact: Nate Brocius, our School Director, has been designated to be our point-person to establish, implement, support, and enforce face coverings and physical distancing requirements, as consistent with the Ready Schools, Safe Learners (RSSL) guidance and other guidance from the OHA. We have informed staff of his role as our point-person. • We have set up an anonymous suggestion box where staff can share their concerns with Mr. Brocius the designated RSSL building point-person

- 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 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.

- We have included the names and contact information of our LPHA (Deschutes County Public Health Department) staff and county district nurses who provided support and resources to our school policies and plans. We have reviewed relevant local, state, and national evidence to inform the plan.
- Another expert who assisted us in the formation of this plan was Scott Nuttall, a Certified Safety Professional (CSP) and experienced environmental health and safety manager. Mr. Nuttall consulted with our school's leadership team and provided invaluable advice for safely reopening our onsite learning operations.

Staff Training:

- We have conducted training during virtual staff meetings for all staff members on sections 1-3 of the RSSL guidance before the start of on-site instruction and we continue to offer updated training regarding new guidance as the public health situation unfolds.

Cleaning / Disinfection:

- We have developed comprehensive plans for the systematic disinfection of classrooms, offices, bathrooms, and activity areas.

LPHA Protocols:

- We have designed specific processes and protocols to ensure that our LPHA (Deschutes County Public Health) is notified of:
 - Any suspected or confirmed COVID-19 cases among students or staff
 - Any cluster of illness among students or staff
- We will cooperate with our LPHA recommendations and provide all contact tracing logs and additional information to them in a timely manner.
- We will ensure that our school reports to and consults with our LPHA regarding cleaning and possible classroom or program closure if anyone who has entered the school is positively diagnosed with COVID-19.

Communication:

- We will communicate potential COVID-19 cases to the school community and other stakeholders, including notification via email, school websites, and telephone conversations.

Screening and Isolation Measures:

- We have developed protocols for screening students and staff for symptoms (section 1f) and isolating any ill or exposed persons from physical contact with others (section 1i).

Contact Tracing:

- We have created a system for maintaining daily logs for each student/cohort for the purpose of contact tracing, using the ODE provided sample template that includes:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student

<input type="checkbox"/> Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system. <input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).	<ul style="list-style-type: none"> Physical logs will be maintained in confidential, lockable file drawers in our front office for a minimum of 4 weeks, while virtual logs (scanned copies) will be archived. <p>Reporting:</p> <ul style="list-style-type: none"> We have designated Mr. Brocius, our Covid-19 Point Person, to ensure that we provide updated information regarding current instructional models and student counts, and reports these data in ODE's COVID-19 Weekly School Status system. <p>Outbreak Response Plan:</p> <ul style="list-style-type: none"> We developed a protocol to respond to potential outbreaks (see section 3a).
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1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements <input type="checkbox"/> 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: <ol style="list-style-type: none"> Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <input type="checkbox"/> Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEFA During CDL and Hybrid . <input type="checkbox"/> 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: <ul style="list-style-type: none"> Communicate with parents and health care providers to determine return to school status and current needs of the student. Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. Service provision should consider health and safety as well as legal standards. Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. Work with an interdisciplinary team to meet requirements of ADA and FAPE. 	<p>Overall:</p> <ul style="list-style-type: none"> To ensure we meet the needs of our school community, all staff and students were given the opportunity to self-identify as vulnerable or living with a vulnerable family member, so that we could take possible accommodations into account for our planning. Faculty will serve all populations through a hybrid model or comprehensive distance learning model. WSB does not have a school nurse, and will rely on Deschutes County Public Health Department (DCHD) guidance. <ul style="list-style-type: none"> CD Phone Line: 541-322-7452 We have reviewed Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEFA During CDL and Hybrid. <p>Staff members:</p> <ul style="list-style-type: none"> Staff members were sent a survey asking for their comfort level and compliance with a range of health and safety requirements (i.e. wearing masks, frequent hand washing, etc.) Results showed that staff members were willing to comply with new health and safety regulations, including wearing face coverings, working behind clear plastic barriers, washing hands, logging students, helping children maintain physical distancing, etc. Staff members were also given the opportunity via survey to optionally self-identify as medically vulnerable or living with a medically vulnerable family member, and asked to share with us any accommodation requests they may have for our review. <p>Students</p> <ul style="list-style-type: none"> Currently, our small school does not have any medically complex, medically fragile, or nursing-dependent students. However, should a student who meets one of these criteria enroll later into the school year after the submission of this document, we will work with interdisciplinary teams of school and health professionals to assure these individual student needs are met, pursuant to ODE guidance and state law <ul style="list-style-type: none"> For example, accommodations may include extra space for physical distancing in the classroom, providing face shields and gloves, switching the student(s) to online instruction only, etc. Parents/Guardians will be given the opportunity to self-identify their child(ren) as medically vulnerable or living with medically vulnerable family members, and asked to share with us any accommodation requests they may have for our review. We will accept formal medical notes written by a licensed physician, nurse practitioners, or other relevant health care

- High-risk individuals may meet criteria for exclusion during a local health crisis.
- Refer to updated state and national guidance and resources such as:
 - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

professional, or an informal written notice by the parent/guardian.

Visitors/Volunteers:

- We determined that nonessential visitors/volunteers will be unable to work in our school, or complete other volunteer activities that require in person interaction, at this time. Adults in schools will be limited to essential personnel as much as possible.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <ul style="list-style-type: none"> • Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. <input type="checkbox"/> 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. <input type="checkbox"/> 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). <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input type="checkbox"/> Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>Indoor Classrooms and Communal Spaces:</p> <ul style="list-style-type: none"> • We will ensure lots of outdoor time for our students, but instruction will take place primarily indoors. • When we utilize indoor classroom and communal spaces for all early childhood and older grade levels, we will: <ul style="list-style-type: none"> ○ Establish a minimum of 35 sq ft per person when determining room capacity. ○ Remove extra furniture in classrooms, hallways, and communal areas to make more room for physical distancing ○ Remove fabric-covered furniture that cannot be easily sanitized ○ Assign seating and space student desks 6 ft apart wherever possible to maximize physical distancing and minimize physical interaction ○ Minimize time standing in lines ○ Make schedule modifications to limit the number of students in indoor and outdoor learning spaces at a given time <p>Class Groupings:</p> <ul style="list-style-type: none"> • Each classroom or repurposed instructional space has been measured and calculated to provide a minimum of 35 sq ft per person, and class rosters have been matched to specific classroom capacity sizes accordingly. • <u>Indoor Classrooms Maximum Capacities Based off 35 Sq Ft/Person:</u> <ul style="list-style-type: none"> ○ Classroom #1 (storage): 17 ○ Classroom #2 (empty): 17 ○ Classroom #3 (1st/2nd Grade): 17 ○ Classroom #4 (Pinecone Kinder): 17 ○ Classroom #5 (Desert Poppy Kinder): 18 ○ Classroom #6 (Desert Poppy Kinder): 26 ○ Classroom #10 (Care/Isolation Room): 15 ○ Classroom #11 (8th Grade): 16 ○ Classroom #12 (Woodwork/Science Lab): 18 ○ Great Assembly Room: 52 • <u>Indoor Administrative Spaces Maximum Capacities:</u> <ul style="list-style-type: none"> ○ Kitchen (Staff Only, No Children): 10 ○ Main (Front) Office: 3

- Admin (School Director) Office: 2
- Staff Resource Room: 5
- Copy / Supply Room: 2
- Outdoor Spaces Maximum Capacities:
 - Large recess yard: 407
 - Front garden: 113
 - Under the Pines: 89

Entrance & Egress:

- Students will arrive and depart on staggered schedules:
 - Early Childhood students will arrive at 8:30am and depart at 1:30pm
 - Older Grades students will arrive at 9am and depart at 3pm, except on Thursdays when they will depart at 12pm noon due to Early Dismissal Day.

Hallways:

- While students will be contained either outside or within a single unit classroom as much as possible, they will need to use hallways to enter/exit the school and use bathroom facilities. Every effort will be made to ensure physical distancing in hallways.

Movement Classes (Physical Education):

- To the maximum extent possible pending weather conditions, all movement/PE schedule PE classes will be scheduled outdoors.
- All efforts to reduce shared equipment as much as possible will be made, with adequate time for cleaning and sanitization between groups if using shared equipment/ common spaces.
- In the event of inclement weather, physical education instruction will take place indoors in classrooms with cohort groups, with as much physical distancing as possible.

Faculty and Staff:

- Maximum capacity of 35 sq ft per person for room capacity will also apply for professional development and staff gatherings.
- We have moved our weekly faculty meetings from in person to online. On the occasion where in-person staff meetings and conferences take place, we will maintain physical distancing requirements.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. <ul style="list-style-type: none"> ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> 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.	Class Cohorts: <ul style="list-style-type: none"> ● All early childhood and grade level classes will be organized into self-contained, stable cohort groups, i.e. all preschool students will be grouped into one cohort, all 8th grade students will be grouped into another cohort, etc. ● Each cohort’s maximum enrollment size will be based upon indoor and outdoor classroom capacity (see section 1c re: outdoor classrooms) to allow 35 sq. feet per person (including staff members) <ul style="list-style-type: none"> ○ Maximum cohort size per RSSL guidance is 100 people; we have far fewer students enrolled in the entire school so this will not be an issue for us.

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.

- 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.
- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁵, and peers.
- Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

- We have disabled our combined aftercare program to avoid cohort mixing; we will only offer limited aftercare to one kindergarten cohort class.
- We will not mix cohort groups indoors; cohort mixing will only occur in a limited capacity during exclusively outdoor recess times.
- Cohorts will generally not move from classroom space to classroom space; rather, speciality teachers will come to teach individuals' cohorts within their self-contained classroom wherever possible.
- We have minimized the number of staff that interact with each cohort to the extent possible, instructed staff to wash/sanitize their hands when moving between different stable cohorts, and altered schedules and learning formats for elementary staff. For example, our 8th grade Spanish teacher is teaching his class entirely virtually and will continue to do so regardless of our instructional model (virtual or in person).
- Daily cohort logs will be maintained to ensure contract tracing among cohorts
- Cohort schedules will be designed to minimize interaction, and we will implement a gender inclusivity policy that allows students to use the bathroom associated with their preferred gender identity.
- Cohort spaces will be cleaned/sanitized daily or more often as necessary if cohorts move spaces

Transportation Cohorts:

- Transportation cohorts will not be necessary as our school does not provide any transportation/busing services to or from school for families; families drop off and pick up students independently, usually via private vehicle. We will organize our school parking lot to allow for maximum physical distancing during drop off / pick up times.
- We will not conduct external field trips that require the use of our school's transportation van at this time; if the public health situation improves, we may implement use of our van but only for specific cohorts at any one time and with full sanitization after use.

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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 <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. <input type="checkbox"/> Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e). 	<p>Overall:</p> <ul style="list-style-type: none"> ● Develop a Return-to-Work protocol ● Share a letter to staff ● Share a letter to families ● Share protocols on school website ● Follow DCHD guidance in communicating with those who have come into close contact with a confirmed case, and when a new case is diagnosed within our community. <p>Staff Communication & Training:</p> <ul style="list-style-type: none"> ● We will communicate to staff at the start of On-Site instruction and at periodic intervals via both email and staff meetings to explain key infection control measures that are being implemented to prevent spread of disease. ● We will offer training to all staff prior to being in-person in any instructional model, including during physically distanced in-person meetings and virtual staff meetings so that staff can ask questions and receive answers in real time.

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

- Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
 - The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
 - OSHA has developed a [model notification policy](#).
- Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
- Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- Provide all information in languages and formats accessible to the school community.

- We will provide periodic interval training to ensure vigilance to safety protocols.
- We will post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA

Community Communication:

- Our school administration already publishes weekly electronic newsletters to our enrolled families with important school updates. Relevant infection control measures and public health announcements were already inclusive in these newsletters last term (2019-2020 school year) and over the summer, and continue to be periodically distributed throughout the year.
- At the start of the Fall 2020-2021 school year, prior to on-site instruction, we will continue to send e-newsletters to families detailing our instructional model, the rationale and vision behind new changes at the school, specific infection control measures now in place, our communicable disease plan, protocols for those who have come into close contact with a confirmed case, and protocols for what to do in the event of a new case of COVID-19 is diagnosed within our school community.
- When a new case of COVID-19 has been diagnosed in our community, we will email all staff and currently enrolled families as soon as possible to generally inform them there has been a new case identified within our community. However, to respect our students’ and staff’s privacy, we will not specify in our community-wide email communicate which specific cohort group contains the positive case. Instead, we will promptly, and in conjunction with our LPHA, let the families in the specific cohort group affected know that there is a case within their cohort group. We will also advise (but not require) all families in the affected cohort group to get tested at an available testing site.
- Updated communication will be shared with families at least monthly (possibly weekly), or as updated information is available throughout the school year.
- All of our current families currently speak English at home as their native language; thus, communication in e-newsletters will take place in English. However, should a student or family enroll whose native language is not English, we will endeavor to translate all pertinent health and safety information into their native language.
- In addition to e-newsletters, school administrators will also periodically update our school website with the relevant health, safety, and sanitation information listed above.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. • Emergency signs that require immediate medical attention: 	<p>Overall:</p> <ul style="list-style-type: none"> • We will direct students and staff to stay home if they, or anyone in their homes or community living spaces: <ul style="list-style-type: none"> ○ have COVID-19 symptoms of concern (i.e. cough, fever over 100.4°F, chills, shortness of breath, difficulty breathing, or new loss of taste of smell), ○ has COVID-19 ○ has signs of other infectious diseases per existing school policy • We will monitor people entering our school for signs of an emergency that require immediate medical attention <p>Arrival and Entry</p>

<ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <p><input type="checkbox"/> 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.</p> <ul style="list-style-type: none"> ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” ● Additional guidance for nurses and health staff. <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<ul style="list-style-type: none"> ● Handwashing stations with soap or alcohol-based hand sanitizers with at least 60% alcohol will be placed by the school’s entrance prior to student and staff entrance to classes, or students and staff will utilize classroom stations to wash hands if needed. <p>Student Screening:</p> <ul style="list-style-type: none"> ● Upon arriving at school, all students will be visually screened by staff at the front entrance. When the screening indicates that a student may be symptomatic, the student will be directed to the front office for isolation to be sent home as soon as possible; established protocols from our CDMP will be followed (see section 1a). ● Staff assigned to either the entry door or their individual class cohort will maintain contact tracing logs with information about each student who entered and other students with whom they came in contact during entry. ● After screening, students will go directly to their assigned cohort indoor or outdoor classroom. If they need to use the bathroom, they will be directed or accompanied by staff to go one at a time to ensure physical distancing. ● Student screening should not consider appearance (ie. clothing, hair), personality (shy, etc.), ability, cleanliness, etc. <p>Staff Screening:</p> <ul style="list-style-type: none"> ● Staff are required to stay home and report to office staff when they may have been exposed to COVID-19, or when they have symptoms related to COVID-19. ● Staff members are not responsible for screening other staff members for symptoms; staff members can self-screen and attest to their own health. <p>Ongoing:</p> <ul style="list-style-type: none"> ● Reminders will be continually sent to parents to report actual symptoms when calling students in sick as part of our communicable disease surveillance. ● Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving. ● We will not exclude staff or students who have a chronic cough condition that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school. ● Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.
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1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> ● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. ● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <p><input type="checkbox"/> Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide.</p>	<ul style="list-style-type: none"> ● Non-essential Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. <ul style="list-style-type: none"> ○ No Parent Council meetings will be held on-site in person. ● Adults in schools are limited to essential personnel only (i.e. DHS CPS, law enforcement, etc.) and brief parent entry as needed for dropping off younger students. ● Essential visitors/volunteers must: <ul style="list-style-type: none"> ○ Wash or sanitize their hands upon entry and exit.

- 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.

- Be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.
- Be required to wear face coverings
- Be expected to maintain physical distance of 6ft or more from others wherever possible
- Adhere to all other provisions of this guidance
- School tours for prospective new students will only be given after program hours and by appointment only.
- When possible, we will consider video/telephone meetings for parent/caregiver/guardian-teacher conferences and other meetings

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Face coverings should be worn both indoors and outdoors, including during outdoor recess. <input type="checkbox"/> 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: <ul style="list-style-type: none"> ● 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;” <ul style="list-style-type: none"> ○ Students must not be left alone or unsupervised; ○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; ● Provide additional instructional supports to effectively wear a face covering; ● Provide students adequate support to re-engage in safely wearing a face covering; ● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <input type="checkbox"/> 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. <ul style="list-style-type: none"> ● Additional guidance for nurses and health staff. <p>Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance</p> <ul style="list-style-type: none"> <input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s 	<p>Definitions:</p> <ul style="list-style-type: none"> ● Face Coverings: a cloth, paper, or disposable face covering that covers the nose and the mouth; may or may not be medical grade ● Face Shields: a clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face ● Protective Barriers: a clear plastic or solid surface that can be cleaned and sanitized often ● Adults: Staff members (permanent and itinerant), parents, and visitors over the age of 18 <p>Adults / Staff Overview:</p> <ul style="list-style-type: none"> ● We will provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers in the front of our school. ● Face coverings will be required for all faculty/staff. Faculty/staff may provide their own preferred face covering so long as it meets acceptable criteria from above if they prefer, or they may be provided face coverings by the school. ● Face coverings or facial shields will be required for any teacher or staff member who prepares or serves food/meals; <ul style="list-style-type: none"> ○ We intend that no communal meals will be prepared onsite next year (all students will be expected to bring their own food), however if this plan changes, we will require staff who prepare or serve meals to utilize provided face coverings. ○ If a staff member has a medical condition that makes it more difficult for them to breath while wearing a face covering, they will be excluded from any food prep or serving. ● ADA Accommodations that prohibit staff members from wearing a face covering or face shield will be honored; every effort will be made to reduce said staff members’ proximity to others. ● We have installed a clear plastic protective barrier in the front office window that separates front office staff from others. ● We do not currently have a designated school RN, but we will require all staff who provide direct contact care and monitoring of staff/students displaying symptoms to wear face masks and appropriate PPE. <p>Students:</p> <ul style="list-style-type: none"> ● Children under the age of 5 or not yet in Kindergarten are not required to wear face coverings. ● Face coverings or face shields will be required for all students in grades Kindergarten and up following CDC guidelines for Face Coverings and Governor Kate Brown’s Executive Order.

proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:

- Offering different types of face coverings and face shields that may meet the needs of the student.
- Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
- Additional instructional supports to effectively wear a face covering.

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

Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.

- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 2. Not make placement determinations solely on the inability to wear a face covering.
 3. Include updates to accommodations and modifications to support students in plans.
- For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

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

- If a 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, they may be permitted to wear a face shield instead of a face mask.
- Students must wear their face coverings both indoors and outdoors, including during outdoor recess.
- We will not allow "group mask breaks" or "full classroom mask breaks."
- If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, we will:
 - Provide space away from peers while the face covering is removed;
 - Provide a chair for students on a "sensory break" that can be easily wiped down and disinfected after use;
 - Students should not be left alone or unsupervised;
 - 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.
- Children of all ages should not wear a face covering:
 - If they have a medical condition that makes it difficult for them to breathe with a face covering
 - If they experience a disability that prevents them from wearing a face covering
 - If they are unable to remove the face covering independently
 - While sleeping.

Accommodations:

- Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, during On-Site instruction must be provided access to instruction. Comprehensive Distance Learning may be an option, however additional provisions apply to students protected under ADA and IDEA.
- We will comply with all established student IEP/504 plans 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.
 - Note: As a small independent school, we do not generally have formal IEP/504 plans. However, should students arrive at our school with an existing IEP/504 Plan, we will comply with it.
- For students not currently served under an IEP or 504, we will consider whether or not their inability to consistently wear a face covering or face shield as required is due to a disability. An ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support.

- 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
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff for providing care to students with complex needs. <input type="checkbox"/> 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. <ul style="list-style-type: none"> • School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual shall wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools." 	<p>Definitions:</p> <ul style="list-style-type: none"> • Isolation separates sick people with a contagious disease from people who are not sick. • Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick. <p>Overall:</p> <ul style="list-style-type: none"> • Protocols for surveillance COVID-19 testing, isolation, and exclusion of students and staff will be implemented. • We will defer to our Communicable Disease Management Plan (Section 1a) for appropriate isolation determination and processes. • Our school director (or designee) will regularly monitor and if necessary connect with local public health authorities on updates for plan and isolation measures taken to that point. • COVID-19 symptoms per current OHA guidance, CDC guidance, or LPHA guidance can be referenced here: https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/e2356.pdf <p>Isolating Students:</p> <ul style="list-style-type: none"> • All students who become ill at school at any time with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. • Students in the isolated area will be provided with a facial covering (if they can safely wear one). • Any items used by the isolated student (i.e. cot sheets, toys, etc.) in the care area will be either disposed of or sanitized depending on the item. • Secondary isolation areas may be identified if/as needed, including for both indoor and outdoors areas. <p>Staff Monitoring Isolated Students:</p> <ul style="list-style-type: none"> • Staff monitoring the isolation area will wear a facial covering and maintain physical distancing, but never leave a child unattended. • PPE worn in the isolation area will be properly removed and disposed of prior to exiting the care space and hands washed after removing PPE. • While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. Staff will provide age-appropriate explanations of procedures, including use of PPE and hand-washing, to isolated students. <p>Transportation:</p> <ul style="list-style-type: none"> • When isolated students are transported out of the building, school staff will clear a pathway for them by notifying other teachers/staff in the area to vacate the hallway while the student exits with their parent to reduce risk of communicable disease transmission. <p>Emergencies:</p>

- 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.

- If the child appears to be having a medical emergency (i.e. trouble breathing, fainting/losing consciousness, turning blue, delirium, etc.) 911 emergency medical services will be immediately called.
- After arranging immediate emergency medical care, every effort will be made to contact parents regarding their child's transportation via ambulance to our local hospital.

Communication:

- Relevant community members will be notified if/when a child is isolated and sent home due to excludable symptoms. i.e. All 5th grade parents will be notified if a 5th grade student presented symptoms and was sent out
- Staff will maintain student confidentiality as appropriate; i.e. the 5th grader in the above example will not be explicitly named, but their relevant grade level will be given.

Contact Tracing:

- Daily logs, regardless of whether the student was treated on-site and sent back to class or sent home due to excludable symptoms, will be maintained containing the following:
 - Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and
 - Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs
- Records of student logs will be released to our LPHA as needed

Staff and Student Exclusion:

- Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
- In no case can they return before:
 - the passage of 10 calendar days after exposure; **and**
 - symptoms have been resolved for 24 hours without the use of anti-fever medications.



2. Facilities and School Operations

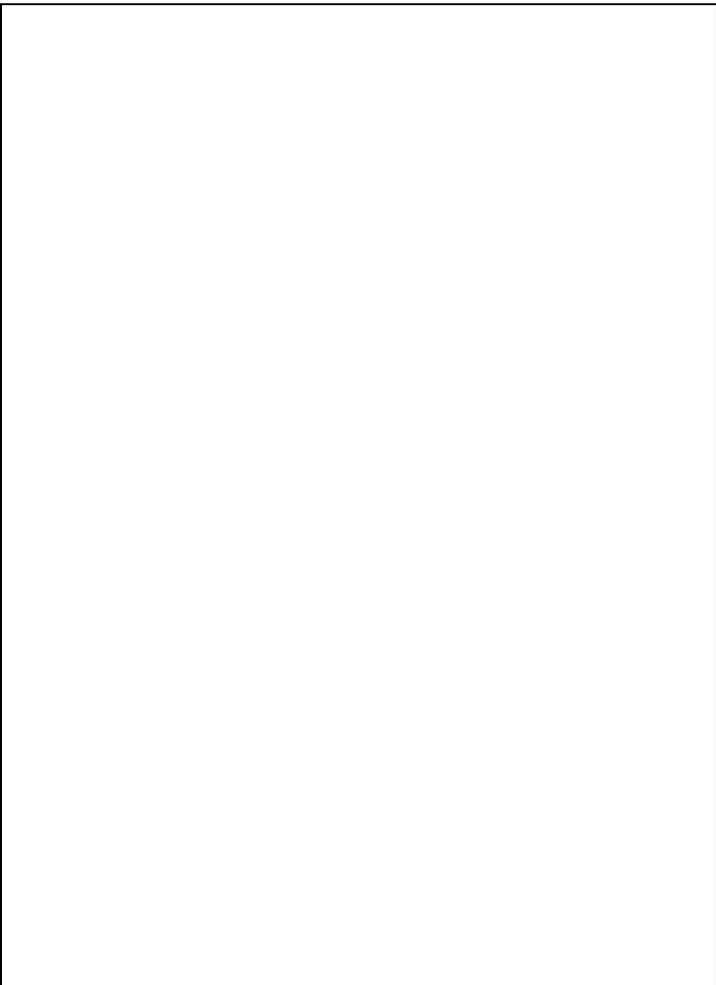
Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools 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
<ul style="list-style-type: none"> <input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> ● The ADM enrollment date for a student is the first day of the student's actual attendance. 	Not applicable (private school)

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



2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> 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). <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	Not applicable (private school)

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. <input type="checkbox"/> If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations. 	<p>Community Resources:</p> <ul style="list-style-type: none"> ● Plan for adequate technology at home for off-site working, teaching, and learning ● Update family technology and connectivity survey; collect information about the numbers, types, and condition of devices used in their homes to support remote learning, as well as internet connectivity availability and resources ● Survey staff regarding at-home technology access for both devices and connectivity ● Continue Google Classroom work and ZOOM lessons +to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); include options for digital learning and provision for non digital distance learning where internet and computers will not be available. ● Provide safe charging stations for outdoor learning if necessary <p>Technological Support:</p> <ul style="list-style-type: none"> ● Plan for technology support <ul style="list-style-type: none"> ○ Share the list of all the software and student-facing technology solutions with families ○ Establish a family and educator technical support/help desk to support the use of technology (could be supported by designated staff, student leaders, and volunteers). ● Review technology policies and data privacy policies and update if needed <p>Health Protocols:</p> <ul style="list-style-type: none"> ● Develop health protocols including <ul style="list-style-type: none"> ○ Clean and sanitize each device brought or used onsite by students or staff

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> 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. <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> 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.). 	<ul style="list-style-type: none"> ● Handwashing: <ul style="list-style-type: none"> ○ Frequent opportunities and reminders for hand washing will be provided throughout the school day, with all students and staff ensured access to designated hand washing areas (classroom sinks, bathrooms, freestanding handwashing stations, etc.) ○ We will provide age- appropriate hand washing education to all students (i.e. length of time needed to wash hands, use of hot water and soap, etc.) ○ We will define appropriate times to wash hands (i.e. upon arriving at school, before and after snacks and lunch meals, after recess, etc.) ○ Hand washing will be supplemented with the use of hand sanitizer; we will provide approved hand sanitizers when hand washing is not available ● Equipment: <ul style="list-style-type: none"> ○ Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment, Science Lab supplies ○ Sharing of supplies will be restricted whenever possible. ○ All shared classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group ● Events:

	<ul style="list-style-type: none"> ○ All events will be postponed, held in a virtual format if possible, or modified and redesigned to meet physical distancing requirements. ○ Off-site field trips and events requiring visitors or volunteers will be postponed or designed virtually for the school year ○ In-school events, such as assemblies, class plays, special performances, schoolwide parent meetings, or other large gatherings, will be postponed, held in a virtual format, or modified to follow cohorting and social distancing guidance <ul style="list-style-type: none"> ● Transitions/Hallways: <ul style="list-style-type: none"> ○ Transitions will be minimized as much as possible, with grade-level cohort group transition times staggered to reduce contact and increase physical distancing. ○ Student cohorts will remain in the classroom with adult transitions when possible <ul style="list-style-type: none"> ● Classroom line up: <ul style="list-style-type: none"> ○ Students will line up in cohort classes outside where possible, keeping more than 6 feet between cohort groups. ○ Line up areas indoors are to be marked with visual cues to indicate adequate physical distance <ul style="list-style-type: none"> ● Personal Property: <ul style="list-style-type: none"> ○ Each classroom will have a limit on the number of personal items brought in to school. ○ A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.) ○ If personal items are brought to school, they must be labeled prior to entering school and not shared with other students. ○ Personal property stored in classroom cubbies will be accessed with physical distancing measures in place. <ul style="list-style-type: none"> ● Restrooms: <ul style="list-style-type: none"> ○ If possible, each cohort will have designated restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day. ○ Visual reminders will be used in all restrooms to encourage hygienic practices including: <ul style="list-style-type: none"> ■ Handwashing techniques ■ Covering coughs/sneeze ■ Physical distancing ■ Facial coverings ■ Covid-19 symptom
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2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). 	<p>Arrival and Entry / Dismissal and Exit:</p> <ul style="list-style-type: none"> ● Students will arrive and depart on staggered schedules: <ul style="list-style-type: none"> ○ Early Childhood students will arrive at 8:30am and depart at 1:30pm ○ Older Grades students will arrive at 9am and depart at 3pm, except on Thursdays when they will depart at 12pm noon due to Early Dismissal Day.

- 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.

- Handwashing stations or hand sanitizer will be placed near all entry/exit doors and other high-traffic areas, to use in conjunction with arrival/dismissal and sign-in/sign-out.
 - Upon arrival, students will be expected to go directly to their cohort group and wash hands before the start of class, either at a handwashing station, in their classroom, or in the bathroom, as needed by each cohort group.
- We will share with families the need to keep drop-off/pick-up interactions as brief as possible.

Arrival Screening Procedures:

- Teachers or office staff will be present at each entry point to visually screen students for symptoms and track cohort data. In addition, a thermometer will be available at screening entrances if a temperature check is indicated to be necessary.
- Staff conducting entrance screenings will wear appropriate face coverings.
- Students identified as potentially symptomatic will be directed to the office.
 - We will follow established protocol from CDMP (see section 1a)
 - Screening will include updating the cohort or individual student logs.
- Staff are required to report to the administrator when they may have been exposed to COVID-19 or when they have symptoms related to COVID-19.
 - Staff members are not responsible for screening other staff members for symptoms

Sign-In / Sign-Out Procedures:

- Staff and teachers will use a sign-in/sign-out protocol to help facilitate contact tracing.
- Arrivals will be greeted at the door by teacher or staff member to reduce office traffic.
- Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> □ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. □ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. □ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> ● Seating: <ul style="list-style-type: none"> ○ Rearrange student desks, tables, and work areas to six feet apart ○ Assign seating so students are in the same seat, desk, or assigned spot at all times ○ Utilize outdoor seating arrangements in outdoor learning spaces that are physically distanced ● Materials: <ul style="list-style-type: none"> ○ Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.) ○ If needed to share, these items will be cleaned frequently. ○ Hand sanitizer and tissues will be available for use by students and staff. ● Handwashing: <ul style="list-style-type: none"> ○ Students will wash hands with soap and water for at least 20 seconds or use an alcohol-based sanitizer with 60-95% alcohol upon arrival at school, before each meal, after outdoor recess, and frequently throughout the day. ○ Post age appropriate signage and provide regular reminders for hand washing.

- **Respiratory Etiquette:**
 - School staff will consistently teach and reinforce the need for ongoing respiratory etiquette, including covering coughs and sneezes with an elbow or tissue, disposing tissues immediately, and washing or sanitizing hands immediately afterwards

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations). <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings. 	<p>WSB Playgrounds & Recess Yards:</p> <ul style="list-style-type: none"> ● WSB has three separate on-site playgrounds/recess yards: <ul style="list-style-type: none"> ○ “Main Backyard” - a large, fenced, grassy yard with various play equipment (swing set, gaga ball pit, climbing structure, benches, water tables, and tree) ○ “Garden” - a medium, fenced school garden with hay bales, shade structures, a garden shed, and garden plants ○ “Under the Pines” - a small, fenced pine forest yard with benches, logs, rocks, and trees ● All school playground yards listed above will remain closed to the general public at all times. ● Enrolled students will utilize WSB on-site school campus playgrounds and equipment during the school day on a staggered schedule based on cohort groups. ● Students must wash hands or use acceptable hand sanitizer before and after using playground equipment and supplies, and before and after entering and exiting the school building. ● All playground structures will be disinfected daily and in between each cohort group. ● Where possible, each cohort group will use their own playground equipment and supplies (e.g., balls, jump ropes, etc.) Any shared supplies or equipment will be sanitized between cohort groups. ● Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. ● Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students. <p>Public Playgrounds:</p> <ul style="list-style-type: none"> ● In addition, there is a nearby public park within a short walking distance to our school that contains a large grassy field and typical playground equipment. ● WSB will not utilize the public park playground if the playground remains closed for public use. Our school will communicate this information to our community. ● If/when public playgrounds are open/reopened for public use, our classes may use the public playground for recess on a staggered schedule throughout the school day. ● Students and staff returning from public playgrounds will immediately wash or sanitize their hands upon return to campus. <p>Restrooms:</p> <ul style="list-style-type: none"> ● We will maintain physical distancing requirements, stable cohorts, and square footage requirements for restrooms. ● Students must wash hands with soap and water for 20 seconds after using the restroom.

- Restrooms will be cleaned and sanitized frequently, via rotation cleaning at least 3 times per day .
- Appropriate hand-washing and cleaning protocol signage will be displayed in restrooms.

Staff Shared Spaces:

- We will limit the number of employees gathering in shared spaces, including meeting rooms, breakrooms, and the kitchen (we do not have elevators in our school) by limiting occupancy or staggering use and maintaining six feet of distance between adults.
- We will establish a minimum of 35 square feet of usable space per person when determining room capacity for shared staff spaces.
- As the largest area of risk is adults eating together in break rooms without face coverings, we will ask teachers to eat lunch in their own individual classrooms or outdoors when weather permits and forgo eating lunch in community shared spaces.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input type="checkbox"/> 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. <input type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <i>Ready Schools, Safe Learners</i> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.	<p>Student Nutrition:</p> <ul style="list-style-type: none"> • WSB does not plan to offer meal service next year. Food will be brought from home and will be eaten at students’ assigned area / desks. • Should the public health situation change and WSB does begin to offer meal service (i.e. snacks to Early Childhood students, etc.), then all staff preparing and serving meals will wear face shields or face coverings and will appropriately clean and sanitize all relevant meal preparation items. • Students will wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after meals. <ul style="list-style-type: none"> ○ If possible, students will wash hands in the classroom or at a designated outdoor hand washing station. ○ If not possible, they will follow hallway and restroom procedures to maintain physical distancing and square footage requirements for restrooms. • Student desks / meal areas will be cleaned before and after usage. • Students will not share utensils, food, or other items during meals. <p>Staff Nutrition:</p> <ul style="list-style-type: none"> • Staff are required to wear face coverings at all times on campus except when explicitly eating and drinking. • Staff will eat and drink snacks and lunch during break times in their own individual classrooms or outdoors when weather permits and forgo eating lunch in community shared spaces.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of	<ul style="list-style-type: none"> • WSB does not provide school-owned or managed transportation services (buses); families are responsible for transporting their children to and from school premises.

the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).

- Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
- Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
 - If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
 - The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
 - The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
 - If arriving at school, notify staff to begin isolation measures.
 - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- 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.
- 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.

- WSB does own a small van that in the past has been used to transport students on field trips. However, next year we do not intend to offer any off-site field trips that would require the use of our school van.
- If and when the public health situation changes and we are able to resume off-site field trips, we will follow appropriate transportation protocols for our van, including:
 - Protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing
 - Protocol for cleaning, sanitizing, and disinfecting frequently touched surfaces (i.e. door handles, seatbelts, etc.)
 - Protocol for van drivers to wear face coverings
 - Protocol for staff using hand sanitizer in between helping children
 - Communicating and consulting with parents/guardians of students who may require additional support
 - Using other licensed vendors who will ensure compliance to provide bussing/transportation services.
 - Taking all possible actions to maximize ventilation, i.e. wearing warm clothes to allow windows to be opened

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. <input type="checkbox"/> 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. 	<p>Cleaning, Sanitizing, Disinfecting:</p> <ul style="list-style-type: none"> ● All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, desks, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses within cohorts and between different cohorts, but not less than once daily/nightly, per CDC guidelines for cleaning. ● We will maintain clean and disinfected (CDC guidance) environments, including classrooms, restrooms, and playgrounds. ● Our outdoor learning spaces will have at least 75% of the square footage of its sides open for airflow; as we have traditional, non-enclosed play yards, our outdoor spaces effectively have 100% of open sq ft for airflow.

- Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.
- To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.
- Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)
- Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
- All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
- Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

- Outdoor playground structures will be cleared following normal routine cleaning procedures and do not require disinfection. Shared equipment, however, will be cleaned and disinfected at least daily.
- We will apply disinfectants safely and correctly following labeling direction as specified by the manufacturer, and keep these products away from students.
- To reduce the risk of asthma, we will 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.
- An electrostatic sprayer may be used with approved disinfectants.

Ventilation:

- WSB occupies a large commercial office building that is divided into separate business areas; HVAC systems have been programmed so that air from shared building spaces with non-school commercial businesses is not recirculated within our school classrooms.
- Ventilation systems, filters, and intake ports will be checked and maintained by landlord maintenance staff and cleaned or replaced as needed.
- Our school building does not have windows that open. However, where possible, exterior doors leading to enclosed playground yards will be kept open to improve ventilation.
 - Fans will not be used in areas where doors and windows are closed and the fans would be recirculating classroom air.
 - External doors or doors that pose a safety or security risk to students and staff will not be propped open.
- Classroom 12 (Science Lab / Woodshop) does include an exhaust fan connected to the outside; the exhaust fan window will remain open at all times to increase ventilation, and the exhaust fan that brings in fresh air will be turned on as frequently as possible.
- Outdoor classrooms and instructional activities will be utilized daily to increase ventilation.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<p>Professional Health Teams:</p> <ul style="list-style-type: none"> ● We will collaborate with licensed, experienced health staff and other health professionals as needed to determine school health service priorities. ● We do not have a regular school nurse on staff. However, we will consult with the Deschutes County district nurse: 541-322-7452, who is the school liaison next year that will be available to answer questions and advise all schools within our county on health services and plans. Contact information is <ul style="list-style-type: none"> ○ T: 541-322-7452 ● Deschutes County also operates a 24/7 Communicable Disease phone line staffed by communicable diseases nurses where suspected or confirmed cases of COVID-19 can be reported : 541-322-7418. <p>Community Health Education:</p> <ul style="list-style-type: none"> ● Our school will provide age appropriate hand hygiene and respiratory etiquette education to students to endorse prevention.

- This includes website, newsletter and signage in the school setting for health promotion.
- Staff will participate in required health services related training to maintain health services practices in the school setting.
- COVID-19 specific infection control practices for staff and students will be communicated.
- Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students, with school immunizations records kept up to date.

Health Services and Measures:

- Our school will practice appropriate communicable disease isolation and exclusion measures, including providing a space to isolate sick students
- We will also provide ordinary, parent-approved health services for students who are not sick (i.e. first aid, ice packs, bandages, etc.) and parent-approved health services for students with special health care needs (i.e. asthma or allergy medication, etc.)
- We will review student health accommodations to address vulnerable populations as needed.
- Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <ul style="list-style-type: none"> • 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 <p><input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing:</p> <ul style="list-style-type: none"> • 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. <p>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:</p> <p><input type="checkbox"/> 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.</p>	<p><i>Not applicable</i></p>

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

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <ul style="list-style-type: none"> ● 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. <input type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> 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. <input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly. <input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. <input type="checkbox"/> 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). <input type="checkbox"/> 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. 	<p>Safety Drills:</p> <ul style="list-style-type: none"> ● We will continue to instruct students on emergency procedures and conduct required safety drills (fires, earthquakes, safety threats) in accordance with ORS 336.071 and OAR 581-022-2225. ● Drills will be carried out as close as possible to the procedures that would be used in an actual emergency. ● Staff will be trained on safety drills prior to students arriving on the first day of campus. <p>Covid-19:</p> <ul style="list-style-type: none"> ● Safety drills will be practiced correctly with all attempts to minimize physical distancing and increase hygiene, including: <ul style="list-style-type: none"> ○ Whenever possible, safety drills will be scheduled for cohort groups instead of the whole school to maximize physical distancing. If necessary, multiple drills will be scheduled to ensure all cohort groups have opportunities to participate. ○ For drills that do require mixed cohorts or whole school participation, staff and students will follow distance requirements during exit of the building to the maximum extent possible. Re-entry to the building will be through an assigned entry point to reduce incidental contact. ○ If physical distancing must be compromised, drills will be completed in less than 15 minutes. ○ Students will 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
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input type="checkbox"/> 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. <input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> ● Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *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. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *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). 	<p>Support for Students:</p> <ul style="list-style-type: none"> ● We will provide support to all students exhibiting dysregulated, escalated, or self-regulatory challenges. ● We will utilize a collaborative problem solving approach and plan proactively to ensure student needs are being met. ● We will ensure staff are aware of the need to remain calm and de-escalate any challenging situations or student behavior. ● Staff will use the least-restrictive force necessary and wash hands after any unexpected interaction that does not allow for physical distancing.

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

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2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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.	<ul style="list-style-type: none"> ● All reusable Personal Protective Equipment (PPE) will be cleaned and disinfected following the manufacturer’s recommendation after every episode of physical intervention and single-use disposable PPE will not be re-used.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<p>LPHA Communications:</p> <ul style="list-style-type: none"> ● WSB staff members attend regular webinar conferences with our LPHA (Deschutes County Public Health Department) and the ODE; we also have been in regular contact with LPHA officers via email regarding our Operational Blueprint for Reopening plans. ● WSB will coordinate communication and contact Deschutes County officers in case of suspected exposure and/or confirmed COVID-19 cases to make a full report of any suspected or confirmed cases of novel viruses ● WSB will follow Deschutes County guidance regarding communicable disease issues and protocols. ● Deschutes County public health department contact info: <ul style="list-style-type: none"> ○ General Public Health Info: (541) 322-7400 ○ Communicable Disease Hotline: (541) 322-7418 ○ Environmental Health: (541) 317-3114 ○ Communicable Disease Investigation Supervisor: Jill Johnson, RN <ul style="list-style-type: none"> ■ T: (541) 322-7452 ■ E: jill.johnson@deschutes.org ○ CD Phone Line: 541-322-7452 ● If the region impacted is in Deschutes County, the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls. <p>Emergency Response:</p>

- When cases are identified in the local region, a response team will be assembled within the school to establish a specific emergency response framework with key stakeholders.
- Emergency response measures may include:
 - Temporarily dismiss students attending onsite childcare or instructional classroom activities.
 - Offer distance learning for all staff and students if required.
 - Modify, postpone, or cancel large school events as coordinated with LHD.
 - Work with LHD to establish timely communication with staff and families.

New Cases in School:

- When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the school director (Nate Brocius) on the diagnosed case. Likewise, the LHD will impose restrictions on contacts.
- If school closure is advised by the local public health department, consultation should occur between faculty, board, and school administration to ensure processes are consistent with legal preparedness processes.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students. 	<p>Outbreak Response Protocol:</p> <ul style="list-style-type: none"> • WSB will follow our school’s outbreak response protocol and coordinate with our LPHA (Deschutes County Public Health Department) for any outbreak response. • If anyone who has been on campus is known to have been diagnosed with COVID-19, we will report the case to and consult with our LPHA regarding cleaning and possible classroom or program closure. • We will report to our LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <p>Emergency Response:</p> <ul style="list-style-type: none"> • When cases are identified in the local region, a response team will be assembled and responsibilities will be assigned within the school. • Emergency response measures may include: <ul style="list-style-type: none"> ○ Temporarily dismiss students attending onsite childcare or instructional classroom activities. ○ If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. ○ Modify, postpone, or cancel large school events as coordinated with our LPHA. • WSB does not provide meals for students. <p>Communication:</p> <ul style="list-style-type: none"> • WSB will work with our LPHA to establish timely communication with staff, students, and families. • WSB school administration will provide clear communication to our community on the criteria that must be met in order for on-site instruction to resume.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
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- 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.

Comprehensive Distance Learning:

- WSB will plan instructional models that support all learners in comprehensive distance learning.
- Distance learning and in-person learning will be planned in collaborative teams, allowing for students (and the school community) to move between in-person and distance learning models as needed.
- In the event of school closure, all students and staff will participate in distance learning temporarily.
- WSB will communicate with families about distance learning options and efforts to support returning to on-site instruction.

LPHA Guidance:

- WSB will follow our LPHA (Deschutes County Public Health department) guidance regarding reopening and the return of students and staff for onsite instruction if we are closed during the school year for an outbreak.
- WSB will consult with our LPHA for guidance on cleaning, sanitizing and disinfecting surfaces. (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and will follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.
- WSB may consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.



ASSURANCES

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

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

This section does not apply to private schools.

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

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

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



4. Equity



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 <i>Include how/why the school is currently unable to meet them</i>