



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Abiqua Academy
Key Contact Person for this Plan	Lily Driskill, Head of School
Phone Number of this Person	School: 503-399-9020; Mobile: 360-296-5746
Email Address of this Person	lily.driskill@abiquaacademy.org
Sectors and position titles of those who informed the plan	Head of School; All school Administrative Team; Advisory Committee of the Board of Trustees; Director of Finance & Operations.
Local public health office(s) or officers(s)	Sabrina Kilgore, Abiqua; Marion County Public Health – no specific officer identified.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Brittany Fobi
Intended Effective Dates for this Plan	Orientation & Transition with Limited In-Person Instruction: the month of September; School year plan to begin October 5, 2020 until alternate plan is appropriate
ESD Region	Willamette 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.

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.

Regular Head of School reports, letters to parents, Board Meetings, newsletters, soliciting feedback using surveys, and holding virtual parent meetings with small groups, such as two grade levels. We have been especially attentive to families new to our school community. The Abiqua community is diverse and inclusive.

3. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning Comprehensive Distance Learning

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

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Abiqua Academy is requesting consideration under the Small Private School Exemption guidelines for reopening. Under this system, the school is exempt from following State and County metrics but must meet other requirements. Anything that may not fall under the Small Private School Exemption would be covered by our Childcare licensing. The school's total enrollment, PreK through 12, is approximately 180 students, well under the 250 cap.

Our school community has been informed that this exemption is conditional upon: "No confirmed cases among staff or students within the 14-day period prior to the first day students arrive onsite."

About the school: Governed by an independent Board of Trustees, Abiqua Academy receives no government funding. The PreK program is licensed by the Department of Early Learning and enrolls up to 20 students (2 cohorts). We provide Childcare, ages 3 – 12. The school has Emergency Childcare authorization. The K-12 program is accredited by AdvancedEd (COGNIA). The school holds membership with the Oregon Federation of Independent Schools and is a candidate member of the Northwest Association of Independent Schools. We refer to our Comprehensive Distance Learning program as Griffin Flex Academy – the Griffin being our mascot.

Given the guidance for older students to engage in Comprehensive Distance Learning at this time in order to reduce the spread of COVID-19, we feel confident about our ability to deliver a high-quality educational experience, conditional upon enhancing the online component with Limited In-Person Instruction following the most recent guidelines, for students in grades 5 and up. At the beginning of the year, we will use our ample outdoor spaces for many of our "start-up" activities, adhering to the guidelines we successfully used for Summer Camps. Following a comprehensive Orientation and Transition program for our single cohort of students in grade 4 in September, they will also transition to Griffin Flex Academy Comprehensive Distance Learning.

We will offer Limited In-Person Instruction for K through grade 3 in combination with Childcare. Our PreK program will also be in person. This adheres to the State's priority to provide in-person services to the youngest learners. Therefore, technically, one would describe the overall PreK-grade 12 as HYBRID.

ALL onsite activities will follow appropriate safety protocols. Onsite sessions will be in cohorts of 10 or fewer children. No more than 100 students will be on our spacious campus at one time. Abiqua families are conscientious and responsible about safety measures, at home, work, and school.

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.

Not applicable

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.

Approximately 90 Upper School students, grades 5 – 11, will engage in Comprehensive Distance Learning, aka Griffin Flex Academy programming, following small group Orientation and Transition sessions in early September. Each onsite session will be for a total of fewer than 20 students, divided into two cohorts. Per Oregon Independent School Head communication with ODE leadership on August 5 and 13 and the guidance for Limited In-Person Instruction, we plan to offer occasional cohort onsite sessions approximately every 3 weeks for the purpose of building and maintaining community, building student-teacher relationships, supporting student engagement, providing social and emotional connections and support, as well as experiential education such as science labs. All onsite sessions will occur within small, stable cohorts.

Griffin Flex Academy is our own Comprehensive Distance Learning instructional program with classes led by Abiqua Academy highly qualified teachers. For grades 5 – 12, online class hours are approximately 9 – 3, four days per week, with a combination of synchronous and asynchronous classes, and activities designed to continue learning while students are away from the screen. Student support and online social activities are arranged on Full Flex Wednesdays.

Following cohort Orientation and Transition sessions for one cohort of students in grade 4, that follow the Limited In-Person Instruction guidelines during the month of September, these students will also transition to GFA distance learning, beginning October 5.

Prior to the end of Quarter One, October 30, Abiqua will review OHA guidance and metrics to determine whether to continue GFA distance learning for grades 4-12 or transition to our Hybrid Learning plan. Should a change to Hybrid Learning be deemed safe and appropriate, we will reverse the process, using the model implemented during our Orientation and Transition sessions. In that anticipated Hybrid mode, each Upper School grade level cohort will have 2 or 3 days on campus per week with GFA continuing on alternate days. When it is safe to commence more regular in-person instruction, we will do so.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

- The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the **Ready Schools, Safe Learners** guidance).



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> 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. <ul style="list-style-type: none"> • 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 	<p>Abiqua Academy currently meets the exceptions required to provide in-person education under the Small Private School guidance.</p> <p>Abiqua Academy will follow all safety protocols to conduct an onsite “Orientation and Transition” program during the month of September. The frequency of these sessions varies by age and grade level, with the youngest children being on campus up to 5 x per week and the oldest students just one day during the month.</p> <p>Staff training for sections 1 - 3 of the Ready Schools, Safe Learners guidance will occur during the final week of August. Several faculty and staff members are already trained/experienced in Childcare and Summer Camp guidance that has been successfully used in summer 2020.</p> <p>Parents are required to pre-screen students before sending to school. Signage has been distributed throughout the school. Protocols are in place for onsite screening upon arrival including temperature check, the wearing of masks by all adults and students age 5 and Kindergarten and older, physical distancing to the maximum extent possible, frequent hand hygiene, and regular cleaning and sanitizing. A comprehensive log based on ODE and DEL guidance will be maintained to facilitate contact tracing, if needed. In addition to student cohort logs, a general log for faculty, staff, and school visitors will be maintained.</p> <p>All logs will be maintained for the minimum required 4 weeks, most likely the duration of the school year.</p> <p>The Abiqua Academy is located on one site; therefore, there are no itinerant staff members moving from site to site.</p> <p>If a student exhibits COVID-19 symptoms at school, (including but not limited to: fever, cough, shortness of breath, fatigue, muscle or body aches, headaches, sore throat, loss of smell or taste, congestion, runny nose, nausea, vomiting, diarrhea) s/he will be isolated from others in our designation isolation area health room. The staff member attending this student will wear protective gear and follow distancing guidelines to the extent possible while providing reassurance, comfort, and appropriate care to the ill student. Parents will be</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>(see section 1d of the <i>Ready Schools, Safe Learners</i> guidance), the daily log may be maintained for the cohort.</p> <ul style="list-style-type: none"> • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <p><input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include:</p> <ul style="list-style-type: none"> • Child’s name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <p><input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p> <p><input type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</p> <p><input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p> <p><input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).</p>	<p>contacted so the student can leave campus as expeditiously as possible. A Health Center log describing symptoms and care will be maintained. Parents of other students in the cohort will be informed, maintaining HIPAA privacy guidelines, and depending on the severity of symptoms (for example, if the student had a head-ache but felt fine after going home, other cohort parents may not need to be notified).</p> <p>If an individual (student or staff) has symptoms presumptive of COVID-19 (listed above) the person will go home asap. The individual should isolate at home until all three of the following conditions are met: At least 10 days from the time symptoms first appeared; AND at least 24 hours with no fever without using fever-reducing medications (such as Tylenol, ibuprofen) AND symptoms such as cough and shortness of breath have resolved.</p> <p>Alternatively, the individual may return to school if a COVID-19 test is negative, and at least 24 hours has passed with no fever without using fever-reducing medications, AND symptoms have resolved. Other cohort members will not return to the school until the medical diagnosis of the Index case is known, i.e. presumptive COVID-19, a positive test, or something unrelated to COVID. If unrelated to COVID, the cohort may resume attendance.</p> <p>Close contacts of those with presumptive COVID-19 symptoms or a positive COVID-19 test (i.e. within the same cohort at school and the classroom teacher) will quarantine. “Close contact” is defined as: Within 6 feet of someone who has COVID-19 for a total of 15 minutes or more; had direct physical contact with the person (such as hugging); shared eating or drinking utensils; was exposed to respiratory droplets (i.e. coughing or sneezing). NOTE: If all precautionary practices have been followed, the likelihood of others in the Cohort having direct exposure is small. Nevertheless, precautionary steps will be taken.</p> <p>Cohort members will need to quarantine. Lessons will move to Griffin Flex Academy distance learning until the situation is resolved. For example, it will be considered resolved if the Index Case has a negative test for COVID-19 AND close contacts have not developed symptoms. If anyone in the Cohort develops symptoms, they should follow guidelines for a presumptive case.</p> <p>If a member of the household with whom the student or staff member resides has been medically diagnosed with COVID-19, either as a presumptive case or the result of a positive test, the student/staff member should not come to school. Additionally, parents must promptly notify 1.) the Lower School classroom teacher or Middle-High School Coordinator, Kristen Free, and 2.) a member of the Administrative Team, such as Safety Committee Chair, Sabrina Kilgore, or Head of School Lily Driskill, if a member of the household with whom the student resides has been medically diagnosed with COVID-19, either as a presumptive case or the result of a positive test. Anyone that is in close contact of someone who has tested positive for COVID-19, even if they are without symptoms, should quarantine for 14 days from the last exposure (such as if a child’s parent tested positive but the child exhibits no symptoms).</p> <p>Once informed of a medical diagnosis of COVID-19, Abiqua will notify the Marion County Public Health representative and coordinate a response and follow-up to assure prompt and appropriate communication and action within the community.</p> <p>If the individual has had exposure but has not, to the best of our knowledge, exposed other people at Abiqua, only that individual will quarantine. This might occur, for example, if a person had contact on the weekend with someone with COVID, but the person has not been</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>at school since the contact. If it is a staff member, either a substitute/colleague will fill in, or, if the teacher is well enough, the teacher will teach remotely, possibly with an aide assisting students in the classroom.</p> <p>In the case of individuals who experience symptoms but no known exposure, they will not come to school until such time as they have received medical clearance, such as a negative test, or 24 hours after symptoms cease (CDC guidelines as reported by NWAIS consultant on this topic and in consultation with local medical professionals).</p> <p>We will notify Marion County Health Department regarding any confirmed COVID-19 cases among students or staff, as well as consult with Health Authorities regarding any questionable situations. We have supplies, equipment, and training to systematically disinfect classrooms, offices, bathrooms, and activity areas multiple times per day when students are on campus, and specifically between student cohorts using the same space. In addition to teachers and our regular janitorial service, individuals have been designated to clean throughout the day.</p> <p>Staff training will occur during the final week of August with both in-person and virtual options available.</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><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:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><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:</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. 	<p>Distance Learning is available for those who need or request it, grades 4 and up, in response to concerns about the student's risk level or that of other household members. For the younger children, teachers are prepared to provide individual support on a case by case basis. No students are enrolled who would be described as Medically Fragile, Complex, and Nursing-Dependent.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’ ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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. <input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. <input checked="" 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 checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input checked="" 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 checked="" type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>All classrooms are large enough to provide a minimum of 35 feet per person for the anticipated cohorts.</p> <p>Onsite professional development and staff meetings or gatherings of any size will be conducted in a large space, such as the gymnasium, with appropriate physical distancing. Virtual options will be provided.</p> <p>Physical distancing will be supported during all onsite activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. Signage has been provided throughout the school, including spacing and markings on floors.</p> <p>Staggered start and end times will be implemented.</p> <p>For all onsite students, time and instruction will be provided to develop and maintain physical distancing requirements, including when students form lines. This will be done in a positive manner based on the school’s culture of HEART skills, without punitive discipline.</p> <p>When weather permits, activities will be held outdoors by cohort group.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. 	<p>All onsite student groups will be 10 or fewer students. The high school, which could range from 10 – 16 total students in a large, open</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. <ul style="list-style-type: none"> <input checked="" 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. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. <input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input checked="" type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. <input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>common space, will be treated as one cohort. Smaller HS groups of 2 – 6 will meet in adjoining classrooms.</p> <p>All spaces exceed 35 square feet per person for those meeting in each respective space. All screening, logs, face-coverings, distancing (to the extent possible with the youngest students), hand hygiene, and any other appropriate safety considerations will be in place.</p> <p>No more than 100 people will be on the entire, spacious campus at any given time. Student cohorts are small. All screening, logs, face-coverings, distancing (to the extent possible with the youngest students), hand hygiene, and any other appropriate safety considerations will be in place.</p> <p>Interaction between students in different stable cohorts will be kept to a minimum.</p> <p>We have designed a schedule with ample time between different cohorts using the same space to provide for cleaning and disinfecting. In general, students within the same cohort will not use the same space or supplies per se, however, frequent cleaning will occur. The program will be accessible to all students.</p> <p>Staff who move from cohort to cohort will wash/sanitize their hands between interactions with different stable cohorts.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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 checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). <input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<p>Infection control measures that are being implemented to prevent spread of disease will be communicated to staff on a regular basis. Designated adults will communicate with students, families and staff members who have come into close contact with a confirmed COVID-19 case, using a standard template as a basis for this communication. This may include email, telephone calls or text messages, and, in the case of students or staff members at school, in person.</p> <p>Communication will include the response plan.</p> <p>Information will be provided in ways that are accessible to Abiqua’s school community.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken 	<p>Students and staff members will be instructed to stay away from school if they or anyone in their household has COVID-19 symptoms, as described, as well as other infectious diseases. Parents will be required to pre-screen children before the children come to school. At school, students will go through a “welcome and screening” process, including questions about potential exposure, “How are you feeling today?” temperature check, and hand hygiene. Staff members will self-screen.</p> <p>Any person experiencing or showing symptoms will be separated from others, following the previously described protocol, until such time as they can leave school.</p> <p>Those with chronic conditions, such as allergies or asthma, will be permitted to attend school unless symptoms, such as coughing, have increased and is not well-controlled, even with medication. All medical protocols, including response to emergency signs, will be strictly followed.</p> <p>Students and staff members will be properly screened. Recommended isolation and quarantine protocols will be implemented.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <p>☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.</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>☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."</p> <p>☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p>☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p>All community members will be instructed to use hand hygiene frequently.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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>☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."</p> <p>☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p>☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</p>	<p>Generally, visitors and volunteers will not be permitted inside the building(s).</p> <p>Visitors deemed essential will follow the standard protocols for faculty and staff members, such as masks/face coverings and distancing, with the additional query about "exposure within the past 14 days."</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices.</p> <p>☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.</p> <p>☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p> <ul style="list-style-type: none"> • Provide space 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 should not be left alone or unsupervised; ○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • Provide additional instructional supports to effectively wear a face covering; 	<p>Adults on campus will wear face coverings. Masks are preferred. There may be some instances in which a shield is appropriate.</p> <p>Students age 5 or in grades Kindergarten and up will wear a mask. A face shield will be permitted for children if wearing a mask is problematic, such as a youngster with severe asthma.</p> <p>Outdoor breaks away from others will provide the opportunity for individuals to remove the face covering for a short period of time.</p> <p>When providing direct contact care of an individual displaying COVID-19 symptoms, the school staff member will wear a face mask, shield, gown, and gloves.</p> <p>Abiqua does not have a School Nurse on staff; however, administrative staff will be trained in proper procedures for responding to a suspected COVID situation. We have medical advisors to provide good training.</p> <p>ADA or IDEA accommodations will be provided as needed.</p> <p>We expect that all students (above age 4) will be able to wear either a mask or shield. If we encounter a situation in which that is not the case, we will respond appropriately to assure the safest environment</p>

OHA/ODE Requirements

- Provide students adequate support to re-engage in safely wearing a face covering;
- Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
 - [Additional guidance](#) for nurses and health staff.

Protections under the ADA or IDEA

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

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possible while still providing proper services. Proper accommodations for IEP and 504 will be made.
When surveyed, no staff member requested an accommodation to be exempt from wearing a mask or shield.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.</p> <p>☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p>☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p>☒ 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.</p> <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider 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. <p>☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. 	<p>If bus service is offered, fewer than 8 students will ride the Abiqua bus. The parents of those students accompany them to "pick-up" in the morning where visual screening will occur. A decision about appropriateness of any child getting on the bus will be made in consultation between the parents and bus driver.</p> <p>Two "sick room" areas have been set aside, one for routine administration of medication, etc., and a second, isolation area for anyone who reports or develops COVID-like symptoms. The specified protocol will be followed, including the use and disposal of proper protective wear.</p> <p>Diagnosis, quarantine measures, and return to school protocols will be followed, per the guidance provided.</p> <p>Medical professionals within the school community, such as members of Board and other advisors, have been and will continue to be consulted to clarify appropriate protocol regarding processes and procedures. They will also provide training in this area, including steps for transporting.</p> <p>Information regarding suspected illnesses will be recorded in the Health Center log.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <input checked="" 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. " <input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.	



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. • 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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.	Not applicable.

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. <input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. <input type="checkbox"/> 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
<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.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	The Director of Technology directs the procedures for cleaning school-owned devices and has established procedures for distributing and collecting devices that meet physical distancing requirements.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input checked="" 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.	<ul style="list-style-type: none"> ● Handwashing: Onsite sessions have specified activities and times at which hand washing is scheduled. ● Equipment: The necessity to share equipment has been greatly reduced; however, all equipment used by more than one individual will be frequently cleaned. ● Events: Many school events and field trips simply won't happen. Others will transition to distance events. For example, Monday

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<p>Family Time, normally a time for the entire school to gather in the gym will either be Livestreamed or distributed as a recorded event.</p> <ul style="list-style-type: none"> ● Transitions/Hallways: Items have been removed from hallways (such as lockers) to maximize space. Directional arrows added. With stable cohorts remaining in one space for a longer period of time, transitions are reduced. When transitions are necessary, teachers will coordinate to limit hallway movement to one cohort at a time, following standard distancing to the extent possible. ● Personal Property: Students and parents will be instructed about personal items that may be brought to school. These are severely restricted in comparison to past practices.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ● 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. 	<p>Each stable cohort is assigned a drop-off and pick-up time window at a specified “welcome and screening” center (4 locations) that adheres to the distancing requirements. Signage is posted. Screeners will remind parents and students as needed. Sanitizing protocols will be followed. Staggered arrival and departure times will be built into each cohort’s schedule, with staff members assigned to conduct screenings. Following the “official” arrival windows during which screening and sanitizing will occur, late arriving students will check in at the main office where screening and login will occur by the adult on duty. Hand sanitizing units have been placed near all outdoor entrances as well as near the doors of classrooms.</p>

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 should 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: Students will be assigned specific seats within their respective cohorts, aligned with the space and distancing requirements. ● Materials: In classes in which students use supplies, each student will be provided with a personal set. Equipment that may be shared among different cohorts will be cleaned frequently. Hand sanitizer and tissues will be readily available. ● Handwashing: The times and occasions when handwashing is needed will be built into schedules, and instructions provided about respiratory etiquette as well as handwashing and sanitizing techniques.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations). <input checked="" 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. <input checked="" 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 checked="" type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<p>Playground equipment is behind a locked fenced area and only accessible to members of our school community. When equipment is used by different cohorts, proper procedures for sanitizing between groups will be used, as well as students required to wash hands before and after recess. Some equipment will be closed to all use.</p> <p>To the extent possible, stable cohorts and physical distancing will be maintained during scheduled recess and other outdoor activities. Staff members have been designated the responsibility to clean outdoor equipment in compliance with CDC guidelines. Physical distancing will be maintained in areas frequented by staff members, such as supply and workrooms. The staff room is a large space with ample room for proper distancing. If/when an individual removes his or her mask to eat, for example, it will be limited to one person at a time. Place and opportunity for staff members to eat lunch independently rather than in a shared space will be provided.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Prohibit self-service buffet-style meals. <input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input checked="" 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 checked="" type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Students 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 should be encouraged to do so after. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input checked="" type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<p>At this time, we are planning on “home lunch” rather than lunch service provided by the school. Items in this section pertaining to meal preparation and serving are not applicable.</p> <p>Handwashing and sanitizing times are built into the schedule before and after lunch.</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input checked="" type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of 	<p>With fewer than 8 bus riders, the protocol for frequent cleaning and proper loading/unloading protocol at one common stop is less complicated than a traditional bus route with multiple stops. The recommended procedures will be implemented, including visual</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</p> <ul style="list-style-type: none"> ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. 	<p>screening. At pickup, a parent will normally be present when screening occurs so consultation before the student boards the bus can take place.</p> <p>Face coverings will be worn by riders age 5 and older.</p> <p>The driver will wear a face shield or face covering when not actively driving and operating the bus.</p> <p>New procedures and expectations will be communicated with families in advance of the first day of bus service.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or 	<p>A cleaning and sanitizing schedule will be implemented that meets all the requirements, and safe application procedures will be followed. Cleaning products will be properly stored between use.</p> <p>Abiqua uses cleaning products that meet safety recommendations for use in Childcare facilities.</p> <p>In addition to the frequent changing of filters, the school will obtain room purifiers for individual rooms. Teachers will be encouraged to open windows, and use outdoor spaces as much as reasonably possible.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input checked="" type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). <input checked="" type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input checked="" 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>Abiqua is a private school. Space is provided to isolate sick students as well as provide services for students with medical needs.</p> <p>Abiqua does not employ licensed health care providers; however, we consult with medical professionals to determine and validate policies and procedures.</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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.</p> <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. <p><input checked="" 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 should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input checked="" 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).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<p>The emergency drill plans indicated will be followed according to schedule and protocol. To the extent possible, physical distancing will be practiced. Staff training will occur. All onsite cohorts will be involved in the drills. Hand hygiene will be completed following the drill(s).</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" 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.</p> <p><input checked="" 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.</p> <p><input checked="" type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p>	<p>Abiqua uses HEART skills in interactions among adults and with students, in and beyond the classroom. This common mindset in all interactions supports the de-escalation of troublesome situations.</p> <p>It is understood that the stressors surrounding COVID-19 may create or exacerbate tense situations in ways that typically have not occurred in the past at Abiqua. We are prepared to adapt and adjust to this situation and refocus on the HEART mindset.</p> <p>In the unlikely event that physical restraint is required, proper safety protocol will be followed, including cleaning and sanitizing after the situation is resolved.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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.</p> <p><input checked="" type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> • Student elopes from area <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). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. <p><input checked="" type="checkbox"/> 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.</p> <p>Protective Physical Intervention</p> <p><input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).</p>	



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. 	Abiqua has established contact with the Marion County LPHA to establish communication channels and consult regarding how to respond to a case or cases.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students. 	<p>We will follow Abiqua's outbreak response protocols to inform stakeholders such as staff members, Board members, cohort parents, and, if appropriate, the broader community.</p> <p>We will inform the Marion County LPHA and consult regarding "next steps," including determining exposure(s), cleaning guidance, and whether specific cohorts or the program needs to be temporarily closed. Any cluster of 2 or more people experiencing similar COVID symptoms will also be reported.</p> <p>A response team will have delegated responsibilities such as communication, identifying the criteria for the resumption of program, arrange for cleaning, and so forth. The criteria by which onsite programming will resume will be conveyed to families.</p> <p>If onsite services cannot be safely provided, the program or cohort affected will move to Griffin Flex Academy, our Comprehensive Distance Learning.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> 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. 	<p>The Abiqua faculty and staff experienced the development of Distance Learning during the emergency conditions last spring. With that experience under our collective belts, we have the capacity to "toggle" between in-person and distance. That said, we strongly believe that it is imperative to reunite our youngest learners and their teachers and Childcare providers at the earliest opportunity.</p> <p>Proper cleaning and sanitizing will occur during any "shut down."</p> <p>One option to gradually return to campus would be a half-day program similar to the opening days of our "Orientation and Transition" schedule.</p>



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>

