



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	Abiqua Academy
Key Contact Person for this Plan	Lily Driskill
Phone Number of this Person	503-399-9020
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 contact, Donna Thompson
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Lily Driskill
Intended Effective Dates for this Plan	Transition, February 24-25; Full implementation, March 1 – June 11, 2021
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.

3. Select which instructional model will be used:

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

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

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

CDL will continue to be available for those Upper School families who elect not to participate in 4-day on-site or 2-day Hybrid learning models.

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.

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.

Since September 2020, Abiqua has successfully offered on-site Childcare and in-person classes for children PreK through Grade 4. We have been faithful to all health and safety guidance. There have been a small number of individual COVID cases within our school community, yet we have had no in-school transmission. Simultaneously, we have offered Limited In-Person Instruction sessions for Middle and High School students on a regular basis. There have been no incidents of COVID impacting LIP. Therefore, with the shift of RSSL Metrics from mandatory to advisory, Abiqua is confident that a safe return to On-Site Learning (4 days/week) for Middle and High School students can be implemented. We are also shifting the Lower School Program, K-4, from Early Learning Guidance to RSSL.

Timeline: February 24: Teacher refresher training regarding the health and safety protocols, and a rehearsal of the Upper School schedule that requires teachers to move from classroom to classroom.

February 24 & 25: Middle School Orientation days, with two grade levels on campus per day (5 & 7; 6 & 8)

March 1: Those Middle and High School students whose parents have elected on-site instruction return to campus, Monday, Tuesday, Thursday, Friday. Wednesday is reserved for teacher planning and "extra help" for those students continuing Comprehensive Distance Learning, and some specialty High School classes. Families may also elect a Hybrid plan of 2-days in person and 2-days livestreamed.

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 checked="" 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. 	The OSHA risk assessment has been completed.
<input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.	Abiqua Academy has practices and procedures in place to limit the spread of COVID-19 within the school setting, including outdoor spaces.
<input checked="" 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. 	The Communicable Disease Management Plan has been updated to address the prevention of the spread of COVID-19. This plan is readily available to Abiqua constituents, including employees. The Head of School also serves as the point-person, with support from the Administrative Team, to establish, implement, support and enforce RSSL health and safety protocols, including face covering and physical distancing. Individuals are provided an opportunity to submit suggestions or concerns that are regularly reviewed.
<input checked="" 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 <i>Ready Schools, Safe Learners</i> 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.	In addition to our liaison at Marion County Public Health, Donna Thompson, medical professionals affiliated with Abiqua provided support and resources to inform this plan. A review of national and international studies of best practices in schools was considered, as well as relevant local and State guidance. The following physicians are either members of the Abiqua Board of Trustees or served on the Advisory working group: Dr. Denise Basilan, Dr. Falguny Bhavan, Dr. Nicholas Hanson, Dr. Kevin Thompson.
<input checked="" 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.	Staff training for sections 1 - 3 of the <i>Ready Schools, Safe Learners</i> guidance occurred in August. We have set aside a day of staff training and review prior to bringing Upper School students onto campus in March. The Lower School teachers who have been successfully
<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	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>policies and plans. Review relevant local, state, and national evidence to inform plan.</p> <ul style="list-style-type: none"> ☒ 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. <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 (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: <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 ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <ul style="list-style-type: none"> • See supplemental guidance on LPHA/school partnering on contact tracing. • Refer to OHA Policy on Sharing COVID-19 Information ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional 	<p>following these procedures will play a leadership role in providing the training, in person and/or virtually. In all in-person activities, we ensure that physical distancing is maintained to the maximum extent possible.</p> <p>We have an established protocol to notify the Marion County Public Health Authority of any confirmed COVID-19 cases among students or staff. Parents or staff members inform the HOS who gathers the appropriate information and contacts the LPHA. The same would be true for any cluster of any illness among staff or students. It is the practice of Abiqua to cooperate with LPHA recommendations and provide logs and information requested in a timely manner.</p> <p>Classrooms, common areas, offices, table surfaces, bathrooms and activity areas are frequently and systematically cleaned and disinfected.</p> <p>Parents are required to pre-screen students before sending to school. Protocols are in place for onsite screening upon arrival including temperature check, the wearing of masks by all adults and students, physical distancing to the maximum extent possible, frequent hand hygiene, and regular cleaning and sanitizing. Screening and travel questions are asked. Signage has been distributed throughout the school. A comprehensive log based on ODE and DEL guidance is maintained to facilitate contact tracing, if needed. In addition to student cohort logs, a general log for faculty, staff, and school visitors is maintained. All logs will be maintained for the minimum required 4 weeks, and in fact, for the duration of the school year.</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) the student will be isolated from others in our designated 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. If the parent has provided consent, the student will be offered the opportunity to self-administer the rapid Covid test provided by OHA. Regardless of test outcome, if the student is ill, parents will be contacted so the student can leave campus as expeditiously as possible. A Health Center log describing symptoms and care is maintained. The system we use has been examined by representatives of the Early Learning Division and found to meet/surpass requirements. 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). If there is a positive Covid test result, parents of the cohort will be notified and the entire cohort required to quarantine.</p> <p>If an individual (student or staff) has symptoms presumptive of COVID-19 (listed above) or tests positive using the OHA provided rapid-test, 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 (7 days if the person has been fully vaccinated, that is, 14 days following the second dose) or the date of a positive test; AND at least 24 hours with no fever without using fever-reducing medications (such as Tylenol,</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>models and student counts and reports these data in ODE's COVID-19 Weekly School Status system.</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>ibuprofen) AND symptoms such as cough and shortness of breath have resolved.</p> <p>If the cohort has been quarantined, 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>In any questionable situation, Abiqua will consult with Marion County Public Health and follow their recommendations.</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 – exceptions made for those fully vaccinated) 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>Individuals – such as teachers and staff members – who have been fully vaccinated for COVID-19, and it has been at least 14 days since the final dose – are no longer required to quarantine even with close contact with someone confirmed to have COVID-19. Nevertheless, those individuals will be expected to self-monitor for 14 days and if symptoms develop, isolate and seek testing.</p> <p>When informed of a medical diagnosis of COVID-19, or if a school supervised rapid test is positive, Abiqua will notify the Marion County Public Health report line 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 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</p>

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	<p>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. If there is no test, the symptomatic individual must isolate for 10 days and follow other guidance regarding fever and resolution of symptoms.</p> <p>Abiqua expects individuals who travel to comply with Oregon out-of-state travel guidelines, meaning that people who travel for recreational or tourism purposes should quarantine for 10 days or obtain a negative Covid test following travel.</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 participated in training in August, but we will have an updated training session for all teachers who have not regularly been on campus with the Lower School program prior to expanding in-person teaching and learning. Both in-person and virtual training options will be available.</p> <p>Abiqua is located on one site, therefore, we do not have itinerant staff members.</p> <p>A designated staff member, Susan Cole, provides regular reports regarding instructional models and student attendance.</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 (<i>including outside</i>), 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"/> Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.</p>	<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
<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. • 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, outlines authority and responsibilities for school exclusion. 	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.</p> <ul style="list-style-type: none"> • Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator 	<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 are conducted in a large space, such as the gymnasium, with appropriate physical distancing. Smaller group meetings may occur in classrooms, but with ample space and distancing. Virtual options are available.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.</p> <ul style="list-style-type: none"> ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>Physical distancing is supported during all onsite activities and instruction, maintaining six feet between individuals to the maximum extent possible. Signage has been provided throughout the school, including spacing and markings on floors. The schedule has been designed to limit the number of people in hallways at one time. Staggered start and end times have been 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. For students who have not regularly been on campus, orientation and transition sessions are planned. Instruction is done in a positive manner based on the school's culture of HEART skills, without punitive discipline. When weather permits, activities are held outdoors by cohort group.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week⁴, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁵, and peers. ☒ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ☒ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having 	<p>All onsite student cohorts will be 20 or fewer students in the Lower School, and up to 14 students per classroom in grades 5 - 8. Total high school enrollment is 11 students. They share a large, open common space and 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.</p> <p>All screening, logs, face-coverings, distancing (to the extent possible with the youngest students), hand hygiene, and any other appropriate safety considerations are in place.</p> <p>For the purpose of specifying maximum cohort size: The total number of Lower School students (PreK- grade 4) is 94 and the total number of Upper School students (grades 5 – 11) is 90. Therefore, the two divisions will be treated as separate cohorts with fewer than 100 people. They operate on separate schedules and largely in separate spaces. In practicality, no student will interact with more than 35 people, including faculty and staff members, during a day.</p> <p>Abiqua Academy has ample outdoor space on a 6-acre campus to supplement and enhance the learning environment. Including all students, faculty and staff, a maximum of 225 students could be on campus at one time. All screening, logs, face-coverings, distancing (to the extent possible with the youngest students), hand hygiene, and any other appropriate safety considerations have been in place as we have been operating the Lower School under Early Learning Division guidance and during Limited In-Person Instruction for the older students. These standards will continue to be maintained. Interaction between students in different stable cohorts will be kept to a minimum.</p>

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.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
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 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. Staff who move from cohort to cohort will wash/sanitize their hands between interactions with different stable cohorts. The schedule has been designed to reduce the number of cohorts with which “specialist” teachers interact on a weekly basis.

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<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"/> 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 checked="" 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) . <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<p>Prior to the start of On-Site instruction for Upper School, we will review the infection control measures that are being implemented to prevent disease spread.</p> <p>A designated training day has been established to review and update health and safety guidelines.</p> <p>Signs and posters that comply with OSHA requirements are posted.</p> <p>Abiqua follows the OSHA and Marion County Public Health recommended guidance regarding notification for students, families and staff who have come into close contact with a person who has COVID-19. Notification includes a description of the school’s response.</p> <p>Abiqua provides regular professional development, which includes promoting vigilance to established protocols.</p> <p>Information is provided in ways that are accessible to the school community.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" 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, 	<p>Students and staff members are 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 are required to pre-screen children before the children come to school.</p> <p>Bus riders are visually screened before boarding the bus. Since parents drop-off, if there is a question about appropriateness of going to school, the parent can be consulted.</p> <p>At school, students go through a “welcome and screening” process, including questions about potential exposure, “How are you feeling</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools.</p> <ul style="list-style-type: none"> 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 Bluish lips or face (lighter skin); greyish lips or face (darker skin) Other severe symptoms <p><input checked="" 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 checked="" 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 checked="" 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 checked="" 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>	<p>today?” “Have you traveled out-of-state?” temperature check, and hand hygiene. Staff members 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, are permitted to attend school unless symptoms, such as coughing, have increased and is not well-controlled, even with medication.</p> <p>All medical protocols, including response to emergency signs, will be strictly followed. Students and staff members will be properly screened.</p> <p>Recommended isolation and quarantine protocols have been implemented.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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 checked="" 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> <p><input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p><input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the Ready Schools, Safe Learners guidance.</p>	<p>Generally, visitors and volunteers are not permitted inside the building(s). Exceptions are made for those with an appointment for a specific purpose that is deemed necessary.</p> <p>Visitors deemed essential will follow the standard protocols for faculty and staff members, such as masks/face coverings and distancing, hand sanitizing, with additional screening about exposure.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</p>	<p>Adults on campus wear face coverings. Masks are preferred. There may be some instructional instances in which a shield is appropriate,</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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.</p> <p><input checked="" 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.</p> <p><input checked="" type="checkbox"/> Face coverings should be worn both indoors and outdoors, including during outdoor recess.</p> <p><input checked="" 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:</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 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. <p><input checked="" 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.</p> <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> <p><input checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p> <ul style="list-style-type: none"> • Offering different types of face coverings and face shields that may meet the needs of the student. • Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised. • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease. • Additional instructional supports to effectively wear a face covering. <p><input checked="" type="checkbox"/> For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related</p>	<p>and that is allowed. Abiqua has masks available for both adults and children.</p> <p>Students will wear a mask. A face shield may be permitted for children with a medically documented situation, such as severe asthma, if the doctor advises an accommodation.</p> <p>Outdoor breaks away from others provide the opportunity for individuals to remove the face covering for a short period of time. Individuals working alone in an office or classroom may remove the face covering. Those working outdoors may take a mask break when separated by more than 6’. Children will also wear masks when outdoors for recess, although a mask break may be permitted for individuals appropriately separated from others.</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 have been 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 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	Hybrid/Onsite Plan
<p>concerns, schools/districts must not deny any in-person instruction.</p> <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. <p><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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.</p>	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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.</p>	<p>The parents of the small number of bus-riding students accompany them to “pick-up” in the morning where visual screening will occur. A</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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.</p> <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff for providing care to students with complex needs. <p><input checked="" 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.</p> <ul style="list-style-type: none"> • School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual shall wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><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."</p> <p><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).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p> <p><input checked="" type="checkbox"/> The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</p>	<p>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. Should increased numbers make it appropriate to create an outdoor isolation area, we will do so; however, at this time, we do not anticipate the need.</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> <p>Any student who needs to quarantine will be provided distance learning.</p>



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. • 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. <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 must 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. 	<p>Not applicable to Abiqua.</p>

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 to Abiqua.

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. <input checked="" type="checkbox"/> If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	<p>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.</p> <p>Students are instructed to charge devices assigned to individuals at home; however, should a device require recharging during the day, access to charging stations is available.</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. <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. <input checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input checked="" 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: Times for hand washing and/or sanitizing have been built into the schedule and students instructed on proper methods. All people are advised and encouraged to do so. ● Equipment: The necessity to share equipment has been greatly reduced; however, all equipment used by more than one individual is and will continue to be frequently cleaned. ● Events: Many school events and field trips have been temporarily eliminated. Others will transition to distance events. For example, Monday Family Time, normally a time for the entire school to gather in the gym, is currently distributed as a recorded event. The Griffin Gala, our annual school auction, will be livestreamed as it was last March. ● 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> ● 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 that adheres to the distancing requirements. Signage is posted. Screeners remind parents and students as needed. Sanitizing protocols are followed. Staggered arrival and departure times are built into each cohort’s schedule, with staff members assigned to conduct screenings. Following the “official” arrival windows during which screening and sanitizing occurs, 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> <p>We use sign-in/sign-out procedures examined and approved by the Early Learning Division.</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 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: 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"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set 	<p>Playground equipment is behind a locked fenced area and only accessible to members of our school community. Equipment is sanitized multiple times per day. Students are required to wash hands before and after recess. Some equipment is closed to all use.</p> <p>To the extent possible, stable cohorts and physical distancing are maintained during scheduled recess and other outdoor activities.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>up portable hand washing stations and create a regular cleaning schedule.</p> <ul style="list-style-type: none"> ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings. 	<p>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. No more than two people will be in the room, at separate tables with proper spacing, with masks off for eating. Place and opportunity for staff members to eat lunch independently rather than in a shared space is provided.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <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. ☒ Students and staff must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical 	<p>“Home lunch” is the only option at this time. Items in this section pertaining to meal preparation and serving are not applicable. However, should we elect to offer limited meal service in the future, we will adhere to these requirements. During meal or snack times, students remove their face coverings yet maintain six feet – or more – physical distance while eating or drinking. Upon completion of the meal, the student puts the mask back on. Handwashing and sanitizing times are built into the schedule before and after lunch. To the extent possible, Upper School students will eat outdoors. Tables are cleaned and disinfected after meals.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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>	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</p> <p><input checked="" type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance).</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <p><input checked="" type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.</p>	<p>The bus driver has been involved in planning and preparing for transportation, including expanding the number of riders beyond the 3 youngsters currently using bus service.</p> <p>With fewer than 10 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 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 all riders.</p> <p>The driver will wear a face cover while loading, driving and operating the bus.</p> <p>Procedures and expectations will be communicated with families in advance of the first day that new riders begin to use the 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. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort. ☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) ☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. ☒ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ 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). 	<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. 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 has obtained room purifiers for individual rooms. Teachers are encouraged to open windows, and use outdoor spaces as much as reasonably possible. Outdoor equipment is cleaned several times per day. Beyond the cleaning that occurs throughout the day, professional cleaning staff members clean and disinfect daily.</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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 	<p>Abiqua is a private school. Space is provided to isolate sick students as well as provide services for students with medical needs.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</p> <p><input 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>	<p>Abiqua does not employ licensed health care providers; however, we consult with medical professionals to determine and validate policies and procedures.</p>

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><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.</p> <p><input type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:</p> <ul style="list-style-type: none"> • Limit travel to essential functions. • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. <p><input type="checkbox"/> Any boarding students newly arriving to campus will either:</p> <ul style="list-style-type: none"> • Complete a quarantine at home for 14 days* prior to traveling to the school, OR 	<p>Not applicable.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> Quarantine on campus for 14 days.* <p>* 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).</p> <p><input type="checkbox"/> Student transportation off-campus is limited to medical care.</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 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.</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 shall 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>As has been true with Lower School students and staff members currently on campus, the emergency drill plans indicated will be followed according to schedule and protocol. To the extent possible, physical distancing will be practiced. Additional staff training will occur for those not already participating in on-site activities. All on-site 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</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>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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> <ul style="list-style-type: none"> ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <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. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</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
<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.	

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" 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 <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.	Single-use disposable PPE will be disposed of following any episode of physical intervention. Reusable PPE will be cleaned and disinfected.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<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 create communication channels and consult regarding how to respond to a case or cases.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. Protocols were put in place that were used while the Lower School operated under Early Learning Division guidelines so we feel confident we know the proper procedures to follow.</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. A cluster of 2 or more people experiencing similar COVID symptoms will be reported, as will a cluster of any symptoms, as required.</p> <p>The administrative team has 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> <p>We are confident in the quality and capacity to deliver Comprehensive Distance Learning via our Griffin Flex Academy during any quarantine or shut down.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the “ Planning for COVID-19 Scenarios in Schools ” toolkit.	

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> 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. <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>We have reviewed “Planning for COVID-19 Scenarios” and included demonstrations during staff training.</p> <p>Proper cleaning and sanitizing will occur following any incident of Covid contact on the premises.</p> <p>One option to gradually return to campus would be similar to the orientation and transition schedule when a limited number of cohorts come to campus each day.</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>