



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Crater Renaissance Academy
Key Contact Person for this Plan	Adrienne Hillman
Phone Number of this Person	541-494-6371
Email Address of this Person	adrienne.hillman@district6.org
Sectors and position titles of those who informed the plan	Adrienne Hillman-Principal RN Wendy Sigler- School Nurse Samantha Steele, Superintendent Katie Barber-SSC David Heard-Athletic/Activities Director Ryan Munn- D6 Taskforce Representative Michelle Grush-Campus Counselor Rick Austin-D6 Lead Custodian
Local public health office(s) or officers(s)	https://jacksoncountyor.org/hhs/Public-Health/CDC
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Adrienne Hillman (in classroom spaces) David Heard (public spaces)
Intended Effective Dates for this Plan	9/8/2020-6/17/2020
ESD Region	SOESD

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.

Equity is at the center of all we do. Our staff is dedicated to placing all students in our communities at the center of our planning for 2020-21 school year. In our school, all students will have access to in-person learning 5 days every week. We have relied on results from “empathy interviews” conducted as part of our attendance work, district-wide surveys conducted during the Covid shutdown, anecdotal reports from families during the school closure, and equity meetings with students of color to inform our work and ensure we are keeping at the forefront of our minds the needs of the following groups of students:

- Students special needs
- Students who are English language learners
- Students qualifying for free or reduced lunch
- Students without transportation
- Students without internet access
- Students who identify as a student of color

Students without access to electronic devices will be offered ChromeBooks and Kajeet hotspots, as needed.

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Because neither the State nor county currently meet metrics required to open school in-person, we will be starting the school year using comprehensive distance learning.

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.

Section 1

- All students will have a full academic experience through our Comprehensive Distance Learning model.
- No students will be retained or face limitations on their academic progress based on academic results of spring 2020.
- All students who received an “incomplete” in the final term of 2020 will have a Credit Earning Assurance Plan developed in cooperation with the student services coordinator; Credit Earning Assurance Plan will ensure students are not held to a higher standard of essential learning for the final term of the 2020 school year.
- All students will have regular education classes staffed by licensed as a part of their schedules.*
- Students receiving services under ESSA, ADA, or IDEA will receive synchronous instruction from special education instructors and educational assistants a majority of the time.*
- ELL services will be provided by our ELD teacher through a scheduled class and office hours. Our ELD teacher will collaborate with teachers to provide appropriate supports for ELL students; our teachers will use CEL strategies.*
- When metrics are met at the school, state, and district level for small group meetings, MAPS, CLASS, ELD, and CTE classes will be prioritized for those in-person instructional meetings.
- TAG students will have access to take accelerated class options, and/or take additional or accelerated classes through Acellus.*
- All students will receive access to FAPE under our comprehensive distance learning plan.
- 504s will be reviewed and revised as necessary.

Section 2

- The Crater Renaissance Academy website will provide virtual orientations to help students and parents understand how to negotiate virtual tools and procedures before the start of the school year.
- All classes will feature synchronous, teacher-facilitated instruction during their scheduled times, and teachers will be available and accessible during the entirety of the scheduled class.
- Students will have access to well-rounded educational opportunities to fill learning gaps and access additional learning opportunities through a variety of electives, and a variety of remediation and acceleration options within blended learning labs.
- The school and teachers will actively develop positive climate and culture practices.*
- Crater Renaissance Academy will meet division 22 standards for instructional time; at least 50% of which will be teacher-facilitated learning.
- Advisory will continue to be a part of every CDL student’s small learning community experience.
- The standard 0-5 grading scale will continue to be utilized as formative and summative feedback, and the existing Crater Renaissance Academy grading policy includes opportunities for students to redo, make-up, or try again to show mastery will be in effect.
- Progress/grade reports will be shared with families quarterly. Student grades are available at all times through ParentVue and StudentVue.
- Emergent/bilingual feedback supports will be available for all families as needed.
- Outcomes will be based on Essential Learnings which are at or above grade level of state standards.
- Student Services Coordinator will coordinate with teachers to follow the statewide assessment plan.

Section 3

- All students in Crater Renaissance Academy will be receiving free breakfast and lunch.
- Food will be delivered to students via the “D6 Express.” Nutrition information is communicated on the district website at <https://d6connected.district6.org/>.
- Student Services Coordinator will communicate attendance expectations through ParentSquare.
- Teachers will take attendance daily using Synergy.
- Clubs and activities will continue to meet virtually when possible.

Section 4

- The principal has reviewed FERPA guidance and will ensure that Crater Renaissance Academy continues to comply with state civil rights laws.
- Our district receives title grant awards will consult with tribal organizations.
- Ensuring the safety, belonging and mental health of each student as a foundation for learning; and recognizing race, culture, gender and sexual identity will continue to be at the heart of the work of Crater Renaissance Academy.
- Routines will be established to build connection, relationships and a sense of belonging.
 - All students will have daily opportunities for peer and teacher interactions through Google Meets.
 - All students will be part of a multi-period small learning community (SLC).
 - Inter-grade level connection among SLC classes (e.g., link crew, First Friday, assemblies, etc.).
- Principal will ensure that health education will include all required social-emotional learning skills and meet the requirements of Erin’s Law.
- Campus counselor Michelle Grush will coordinate comprehensive school counseling program.
- The principal will coordinate at least 4 virtual conferences during the year, honoring the student’s home language.
- Roles and responsibilities for all stakeholders will be clearly communicated:
 - Communication with students will primarily be through their classroom teachers.
 - Communication with parents/families will primarily be through ParentSquare, Facebook and virtual forums conducted by the principal.

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.

- Communication between family and staff will primarily be with phone calls, email and meetings.
- Communication between staff and school leadership will be primarily through email and meetings.
- Communication will be ongoing, using ParentSquare, email, phone, virtual meetings and Facebook.
- Principal will review district policies ensuring appropriate communication between district personnel and students/families as part of teacher due process communication meeting during in-service week.
- The principal will hold virtual forums at least quarterly and be available for one-on-one meetings virtually or in-person. Her phone number and email will be shared with stakeholders in all communications.
- All teachers will have office hours that will be posted in the weekly syllabi on the Crater Renaissance Academy website <https://cra.district6.org/weekly-syllabi> and their Google classrooms.
- Feedback from families, including families of high needs students, will be collected through electronic surveys conducted regularly, during virtual forums, and through anecdotal evidence.

Section 5

- During in-service week due process meeting, all staff will review laws about student data security. Principal will ensure that student data will be secured.
- Kajeet hotspots will be issued to families or staff who request them (confirm with district). Free wifi access locations will be shared with all district families on D6Connected website.
- All students and teachers in need of an internet capable computing device will be issued a Chromebook. The Chromebooks will be equipped with appropriate filtering mechanisms and apps, and will be maintained by the district.
- Google Classroom will be used as the LMS. Teachers have training and experience in the operation of Google Classroom.
- Acellus will be used to provide digital content to support teacher-facilitation.
- PD will be provided:
 - by the school and district for Acellus training, supported by two identified teacher leaders.
 - during in-service week and in staff meetings to master operational functions such as Google Classroom.
 - during in-service week and in staff meetings to refine and share best practices for comprehensive distance learning.

*Also applicable to section 4.

Need for accommodations:

We are currently not at 1:1 computing devices. Chromebook orders have been ordered but will not be available until November.

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

We will follow the Central Point School District 6 plan for reviewing school community, county, and state infection rates.

Once metrics reach the levels needed to reopen for small groups, we will prioritize in-person meetings for credit deficient, skill deficient, and CTE students.

Once metrics reach the levels needed to reopen schools for all students on-site, we will adopt the identical schedule used during comprehensive distance learning, having all students scheduled in up to four classes per day, in a two-day rolling cycle (for a total of up to eight classes).

Families will be allowed to choose a hybrid option, attending every-other day and accessing Acellus classes from home; of families could choose to access all classes online through Acellus, supported and tracked daily by a licensed teacher.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.	Measure to limit spread of COVID-19: <ul style="list-style-type: none"> • Cleaning Protocol • Cohort Tracking Protocol • Face Covering Protocol • Hand Hygiene Protocol • Isolation Measures Protocol • Notifying Public Health Authority Protocol • Physical Distancing Protocol • Student and Staff Screening Protocol • Visitors Entering Facility Protocol
<input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	Communicable Disease Plan
<input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	David Heard, athletic director, will be responsible for signage, training of staff, and enforcement of social distancing requirements within public spaces; Adrienne Hillman will be responsible for social distancing requirements within Renaissance classrooms.
<input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.	Wendi Sigler, D6 District Nurse & LPHA staff (through protocol development meetings with Tanya Frisendahl)
<input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	Training of staff to monitor hygiene standards, physical distancing requirements, will take place during in-service week, August 2020, directed by David Heard and Sam Drewes (Providence).
<input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	Notifying Public Health Authority Protocol
<input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	Cleaning Protocol

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.	Notifying Public Health Authority Protocol
<input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations.	Notifying Public Health Authority Protocol
<input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.	Student and Staff Screening Protocol
<input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).	Isolations Measure Protocol
<input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.	Communication for COVID Protocol
<input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance).	Cohort Tracking Protocol <ul style="list-style-type: none"> • Transportation cohorts will be maintained by First Student Transportation. • Stable cohort logs maintained by Renaissance front office. • Common areas (e.g. bathrooms logs) maintained by Renaissance front office.
<input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit . <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (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. 	<ul style="list-style-type: none"> • Cohort Tracking Protocol • Student and Staff Screening Protocol • Visitors Entering Facility Protocol
<input checked="" type="checkbox"/> 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 	Cohort Tracking Protocol
<input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	Cohort Tracking Protocol
<input checked="" type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	Visitors Entering Facility Protocol
<input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.	Notifying Public Health Authority Protocol

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).	Communicable Disease Plan

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.	All students will have access to up to 8 courses (4 per day / alternating day) with full support services in all learning models.
Medically Fragile, Complex and Nursing-Dependent Student Requirements	Medically Fragile, Complex and Nursing-Dependent Student
<input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> 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. 4. 	<ul style="list-style-type: none"> • All students identified as vulnerable, either by a physician, district nurse, or parent/guardian notification, will be considered for enrollment in online instruction with daily check-ins as needed to ensure student safety. • Students who experience disability will continue to receive specially designed instruction.
<input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • 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. 	Individual student needs and communication will be addressed by appropriate team(s). Team members may include the student, family, Principal Adrienne Hillman, Student Services Coordinator Katie Barber, Counselor/504 coordinator Michelle Grush, Renaissance and/or ESD SpEd teachers, District Nurse Wendi Sigler.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. 	<p>Physical Distancing Protocol</p> <p>Renaissance Rooms (including sq. feet & occupancy)</p> <ul style="list-style-type: none"> • Room 13 – 761 – 21 students • Room 14 - 761 – 21 students • Room 46 – 896 – 25 students • Room 49 – 1010 – 28 students • Room 50 – 1523 – 43 students • Room 52 – 1418 – 50 students • Room 57 – 1238 – 35 students • Room 58 – 761 – 21 students • Room 59 – 757 – 21 students • Room 60 – 1008 – 28 students • Room 203 – 1080 – 30 students • Room 206 – 1076 – 30 students • Room 603 – 2420 – 69 students • Band Room – 1873 – 53 students • PAC Stage – 2430 – 69 students • PAC LOBBY – 2366 -- 67 • Student Center Classroom – 1001 – 28 students • Land Lab -- <p>Physical Distancing Protocol</p>
<ul style="list-style-type: none"> ☒ 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 (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 should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>Class release times will be staggered. Cohorts will be assigned to specific entrances and exit points. David Heard will be responsible for enforcing social distancing in public spaces.</p> <p>All students will have access to up to 8 courses (4 per day / alternating day) with full support services in all learning models. Further information can be found in section 1d.</p> <p>Crater Renaissance Academy restorative justice practices with many classroom teachers using Positive Discipline structures.</p> <p>Principal Hillman will ensure physical distancing will occur during all in-person staff meetings. Google Meet will be used for web based meetings.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>Overall:</p> <ul style="list-style-type: none"> ● When needed, we will remove extra furniture to make more space for students. ● When possible we will reconfigure furniture so students are not facing one another. ● When possible, we will remove fabric-covered furniture. ● We will assign seating to maximize physical distancing, minimize physical interaction, and comply with 35 square feet of space per student. ● When possible, students will be assigned a unique desk to them in each classroom. ● Students in the school will have specific bathrooms assigned to them. ● One way traffic will be maintained in each hallway and release times will be staggered. ● Students will be scheduled into stable cohorts. ● Teachers will provide instruction in maintaining physical distancing. <p>Special Considerations:</p> <ul style="list-style-type: none"> ● Special education services will be planned and provided by Case Manager in collaboration with general education teachers. Most SDI will be provided either in-house to MAPS cohorts or online for students who require resource support and SDI in math and/or reading. ● Itinerant Speech/Language Pathologist/Autism/Social Support will be provided individual space to meet. All para-professionals will be provided face-shields or plexiglass partitions.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.</p> <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. ● <p><input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</p>	<p>Physical Distancing Protocol</p> <p>Classroom Cohorts</p> <ul style="list-style-type: none"> ● Crater Renaissance Academy primary classrooms are located in a converted gym that resulted in the formation of several larger than average classrooms. As you can see in the list in the previous section, many of these classrooms can safely hold 25-30 students. By using only the larger classrooms and creating blended learning labs in some of the extra-large spaces, Renaissance will be able to offer in-person on a daily basis for families that select that option. ● Students will meet for up to four periods each day, for up to eight periods total using and alternating day model (black days and green days). ● On one of the days, students will be in stable cohorts of approximately 25 students and will be able to complete most of their core content on that day. Students will remain in the same location primarily with teachers moving to the students. ● On the opposite day, student cohorts of approximately 50 will rotate through four elective offerings including support and enrichment offerings. In each location, students will have the option of participating in a blended learning lab

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input checked="" type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. <input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>that includes access to any Acellus online course or an in-person elective (language, drama, art, music, etc.).</p> <ul style="list-style-type: none"> • Total academic student contacts per week will total approximately 75 students. <p>Cohort Tracking Protocol Further information can be found in section 1a.</p> <ul style="list-style-type: none"> • Lunch will be delivered to students in their 2/3 or 6/7 period classes and consumed there with their cohort. Students may choose to bring food from home. • Release times will be staggered. • When possible, students will enter classrooms from exterior doors directly into classrooms, rather than walking through hallways (PAC, Student Center, 603, band room, gym, 50, 52, 60, 57, 58, 59, science classrooms). • Specific restrooms will be dedicated for Renaissance students and logs will be maintained <p>Cleaning Protocol</p> <p>All students have access to general education classrooms and cohorts.</p> <p>Staff training offered during in-service week will include hand washing requirements for staff.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). • <input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<p>Communications Protocol</p> <ul style="list-style-type: none"> • Communications Protocol • Link to Communicable Disease Plan • Communications Protocol • Communicable Disease Plan <p>Communications Protocol</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. 	<ul style="list-style-type: none"> • Student and Staff Screening Protocol • Isolation Measures Protocol

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ○ <p>☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.</p> <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” • Additional guidance for nurses and health staff. <p>☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table “Planning for COVID-19 Scenarios in Schools.”</p> <p>☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p>☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<ul style="list-style-type: none"> • Isolation Measures Protocol • Student and Staff Screening Protocol • Renaissance will have multiple entrances for cohorts upon their arrival to school based on their first assigned class period. Trained staff will be assigned the duty of screening students upon their arrival. All cohorts will be assigned an entrance: <ul style="list-style-type: none"> ○ PAC stage (back entrance) ○ PAC audience (side entrances) ○ PAC lobby (front entrance) ○ Student center (a la carte entrance) ○ 603 ○ Band room ○ 57, 58, 59, 60, 52, 50 ○ 47 and 48 through hallway E entrance ○ 49 and 46 through 46 entrance <p>Isolation Measures Protocol</p> <p>Student and Staff Screening Protocol</p> <p>Hand Hygiene Protocol</p> <p>Ongoing: Weekly note: Reminders to parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers. <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. • 	Visitors Entering Facility Protocol
<input checked="" type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table “Planning for COVID-19 Scenarios in Schools.”	Visitors Entering Facility Protocol
<input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.	Visitors Entering Facility Protocol
<input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	Visitors Entering Facility Protocol

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings . Individuals may remove their face coverings while working alone in private offices.	Face Covering Protocol
<input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings .	Face Covering Protocol
<input checked="" type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> ○ Students should not be left alone or unsupervised; ○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering; • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. 	Face Covering Protocol
<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 should also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. • 	Face Covering Protocol
Protections under the ADA or IDEA	
<input checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <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 should not be left alone or unsupervised. 	Face Covering Protocol

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • 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 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.</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. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<p>Face Covering Protocol</p> <p>Face Covering Protocol</p> <p>Students whose attendance is adversely impacted because of an inability to wear a face covering will be contacted to develop or edit a 504/IEP.</p> <p>Face Covering Protocol</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>Plexiglass Counter Partitions will be provided for:</p> <ul style="list-style-type: none"> ● Front office ● Student services office ● Library ● PAC <p>Any other areas requiring face to face proximity of less than 6 feet.</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><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.</p> <ul style="list-style-type: none"> ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. ● Consider required physical arrangements to reduce risk of disease transmission. ● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. ● Additional guidance for nurses and health staff. ● <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> ● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. ● After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. ● If able to do so safely, a symptomatic individual should wear a face covering. ● To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ● <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p>	<ul style="list-style-type: none"> ● Isolation Measures Protocol ● Student and Staff Screening Protocol <p>Student and Staff Screening Protocol</p> <ul style="list-style-type: none"> ● Face Covering Protocol ● Hand Hygiene Protocol ● Isolation Measures Protocol <p>Isolation Measures Protocol</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools." <input checked="" type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). <input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review. 	<ul style="list-style-type: none"> • Isolation Measures Protocol • Student and Staff Screening Protocol <p>Student and Staff Screening Protocol</p> <ul style="list-style-type: none"> • Notifying Public Health Authority Protocol • The front office will record and monitor the progress of isolated students and staff for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input checked="" 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 checked="" 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 checked="" 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 	<p>All students will be enrolled following the Oregon Department of Education guidelines.</p> <p>Crater Renaissance Academy will follow all state attendance guidelines including the suspension of the 10-day drop attendance policy.</p> <p>Crater Renaissance Academy will follow all state attendance guidelines including the suspension of the 10-day drop attendance policy.</p> <p>Crater Renaissance Academy will follow all state attendance guidelines including the suspension of the 10-day drop attendance policy. We will coordinate with districts which have enrolled D6 students.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>documentation from another school that a student has enrolled, drop that student from your roll.</p> <p><input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p> <p><input checked="" type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.</p> <p><input checked="" 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>	<p>Student/families have full choice in moving between or combining instructional models.</p> <p>Crater Renaissance Academy will have office staff and blended learning lab teachers communicate with students who have had pre-excused and/or Covid absences.</p> <p>Crater Renaissance Academy will follow all state attendance guidelines including the suspension of the 10-day drop attendance policy.</p>

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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).</p> <p><input checked="" 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).</p> <p><input checked="" 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.</p> <p><input checked="" 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.</p> <p><input checked="" 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.</p>	<p>NA</p> <p>Attendance will be taken daily in each scheduled class following ODE guidance.</p> <p>All "alternative" programs such as Headwaters will be taken at least once per day per interaction.</p> <p>NA</p> <ul style="list-style-type: none"> Welcome back parent letter prepared by Principal Adrienne Hillman will communicate expectations. Student Services Coordinator Katie Barber will communicate attendance and participation expectations and family involvement expectations through ParentSquare. Progress reports will be generated quarterly. <p>Student/families have full choice in moving between or combining instructional models.</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance).</p> <p><input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p>	<ul style="list-style-type: none"> Cleaning Protocol Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution. <p>Physical Distancing Protocol</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently.</p> <p><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.</p> <p><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.</p> <p><input checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p><input checked="" type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</p>	<ul style="list-style-type: none"> ● Handwashing: Hand Hygiene Protocol ● Equipment: Cleaning Protocol ● Events: Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format. Physical Distancing Protocol ● Transitions/Hallways: Hallway traffic direction marked to show travel flow. Class release times will be staggered. Physical Distancing Protocol ● Personal Property: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</p> <p><input checked="" type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</p> <p><input checked="" type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</p>	<ul style="list-style-type: none"> ● Cohort Tracking Protocol ● Physical Distancing Protocol ● Student and Staff Screening Protocol ● Staggered arrival and/or dismissal schedule will be used when feasible. ● Renaissance will have multiple entrances for cohorts upon their arrival to school based on their first assigned class period. Trained staff will be assigned the duty of screening students upon their arrival. All cohorts will be assigned an entrance: <ul style="list-style-type: none"> ○ PAC stage (back entrance) ○ PAC lobby (front entrance) ○ Student center (a la carte entrance) ○ 603 ○ Band room ○ 50, 52, 57, 58, 59, 60 ○ 47 and 48 through hallway E entrance ○ 46 and 49 through 46 entrance ● Student and Staff Screening Protocol

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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>Student and Staff Screening Protocol</p> <ul style="list-style-type: none"> • Hand sanitizer dispensers are placed at all primary entrances. • Welcome back parent letter prepared by Principal Adrienne Hillman will communicate drop-off/pick-up expectations.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

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

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. ☒ 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. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). 	<p>NA (No Playgrounds)</p> <p>Hand Hygiene Protocol</p> <p>Hand Hygiene Protocol</p> <p>Cleaning Protocol</p> <p>Cleaning Protocol</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.	Physical Distancing Protocol
<input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	David Heard will enforce outdoor equipment restrictions.
<input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.	NA (No Recess)
<input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance .	Cleaning Protocol
<input checked="" type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	Physical Distancing Protocol

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.	D6 Food Service manager Anne Leavens has been instrumental in planning meal service for all instructional models.
<input checked="" type="checkbox"/> Prohibit self-service buffet-style meals.	Student meals will be delivered to students by appointed staff members during periods 2/3 and 6/7.
<input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff.	Sharing food and drink is prohibited.
<input checked="" type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.	Face Covering Protocol
<input checked="" type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance).	Face Covering Protocol
<input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.	Hand Hygiene Protocol
<input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).	Cleaning Protocol
<input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.	Cleaning Protocol
<input checked="" type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods.	Cleaning Protocol
<input checked="" type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	School spaces including staff room, offices and unused classrooms will be available for staff breaks and lunches.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.	Mike Meunier, District Personnel Director, will coordinate transportation services.
<input checked="" type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of	Cleaning Protocol

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</p> <ul style="list-style-type: none"> ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. 	<ul style="list-style-type: none"> • Isolation Measures Protocol • Student and Staff Screening Protocol <p>Ryan Munn, Secondary SpEd Coordinator will oversee and coordinate transportation needs for SpEd students.</p> <p>Face Covering Protocol</p> <p>Welcome back parent letter prepared by Principal Adrienne Hillman will communicate changes to transportation services.</p> <p>Face Covering Protocol</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. 	<p>Cleaning Protocol</p> <p>NA (No Playground Equipment)</p> <p>Cleaning Protocol</p> <p>Cleaning Protocol</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.	<ul style="list-style-type: none"> • Ventilation systems will be checked and maintained monthly by maintenance staff. • Attempts will be made to circulate air safely in any way possible. <p>Attempts will be made to circulate air safely in any way possible.</p> <p>Attempts will be made to circulate air safely in any way possible.</p> <p>Cleaning Protocol</p> <p>Attempts will be made to circulate air safely in any way possible.</p>
<input checked="" type="checkbox"/> 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 should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.	
<input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	
<input checked="" type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).	
<input checked="" type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.	<ul style="list-style-type: none"> • Crater Renaissance Academy teachers will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion. • Isolation Measures Protocol <p>Link to Communicable Disease Plan</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).	

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the “household” or “family unit” applies to your residents and staff 	NA

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	NA

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. <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. 	David Heard will plan the schedule and create the lessons to train students in emergency procedures.
<input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.	David Heard will plan the schedule and create the lessons to train students in emergency procedures.
<input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.	David Heard will plan the schedule and create the lessons to train students in emergency procedures.
<input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.	David Heard will plan the schedule and create the lessons to train students in emergency procedures.
<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.	Staff will be trained by Adrienne Hillman on emergency procedures lessons during in-service week.
<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).	Emergency drills will be planned to ensure that students on all schedule options can experience emergency procedures.
<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.	Hand Hygiene Protocol

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <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 	<p>Renaissance staff will use SST structures to discuss student needs and plan PD for staff. Strategies learned through Positive Discipline and Restorative Justice will guide all skill-building/training for students.</p> <p>During PLC and staff meetings, Renaissance staff will practice and implement Positive Discipline strategies.</p> <p>Michelle Grush will train staff in de-escalation techniques.</p> <p>Michelle Grush will train staff in de-escalation techniques. Advisory and health teachers will provide instruction for students.</p> <p>Michelle Grush will train staff in de-escalation techniques.</p> <p>Michelle Grush will train staff in de-escalation techniques. Site Council will provide instruction in self-care strategies for teachers.</p> <p>Renaissance staff will use SST structures to discuss student needs and plan PD for staff. Strategies learned through Positive Discipline and Restorative Justice will guide all skill-building/training for students.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).</p> <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. <p><input checked="" type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p> <p>Protective Physical Intervention</p> <p><input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).</p>	<p>Cleaning Protocol</p> <p>Cleaning Protocol</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Review the “Planning for COVID-19 Scenarios in Schools” toolkit.</p> <p><input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p>	<p>Office staff will review the Planning for Covid-19 Scenarios in Schools prior to in-service week.</p> <ul style="list-style-type: none"> ● Establish a specific emergency response framework with key stakeholders. (See specific steps below.) ● Establish District Safety Team which includes at minimum District Nurse, Student Services Director, and Superintendent with defined team member roles and contact information. ● Share District Safety Team member names and contact information with LPHA. ● LPHA will collaborate with District Safety Team and school to create communication protocols for staff, families and community members. If the region is impacted, Local Public Health Authority will collaborate with district to provide school-centered communication and will potentially host conference calls. ● Districts will identify baseline absentee rates/staff absence rates by school in order to determine if rates have increased by 10% or more at any given time or if the total number of absences in the school has increased to 25% of staff and/or students. ● Implement system to notify District Nurse/Other Health Staff when rates reach absenteeism threshold or 25% of students and/or staff are absent.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> ● District Nurse/Other Health Staff will review data from Influenza like Tracking Log/other Tracking Log completed by schools, evaluate illness symptoms for staff and student absenteeism, and notify LPHA if Covid-19 symptoms are present, if there is a common set of symptoms relating to increased absenteeism, or if there are any confirmed Covid-19 cases among students or staff. ● District Nurse/Other Health Staff will notify Site Administrator and Student Services Director of findings. ● District Nurse/Other Health Staff, Student Services Director, and Site Administrator will collaborate with LPHA to determine next steps which may include: <ul style="list-style-type: none"> ○ Parent/guardian communications ○ Potential exposure notifications ○ Temporary student and/or staff exclusions ○ Temporary school or cohort exclusions ○ Modification or cancellation of school events ○ School closure

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students. 	<ul style="list-style-type: none"> ● Adhere to the communication and response protocols collaboratively developed by the district and the LPHA. ● Identify baseline absentee rates to determine if rates have increased by 10% or total absences are 25% or more of staff and/or students. ● Temporarily dismiss students attending childcare facilities, k12 schools. ● Modify, postpone, or cancel large school events as coordinated with LPHA. ● Work with LPHA and identified response team (link to list from team above) to communicate with staff, students and families. ● When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the District Nurse/Other Health Staff on the diagnosed case. Likewise, the LPHA will impose restrictions on contacts. ● Follow District Communicable Disease Plan and collaborate with LPHA. ● In the event of a short-term closure (4 weeks or less), the district will initiate short-term Comprehensive Distance Learning and continued food services. ● If the closure is longer than 4 weeks, the district will move into providing ongoing Comprehensive Distance Learning and continued food services. ● The District Lead Team with the District Nurse/Other Staff and LPHA will convene to develop clear communication regarding the criteria which must be met in order for on-site instruction to resume. <p>For Suspected or Known Individual or Family Covid-19 Cases:</p> <ul style="list-style-type: none"> ● District Nurse/Other Staff will be immediately notified by school or via LPHA. ● If notified by school, District Nurse/Other Health Staff will contact family and health care provider, if appropriate, to gather data and contact LPHA <ul style="list-style-type: none"> ○ District Nurse/Other Health Staff will report to LPHA any cluster of illness (2 or more people with similar illness) among staff or students ● If notified by LPHA, District Nurse/Other Health Staff will notify Site Administrator and Student Services Director, and collaborate with LPHA, providing contact and/or cohort logs, attendance information, and potential contact information to

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>LPHA. District and LPHA will collaborate to determine next steps as listed above including:</p> <ul style="list-style-type: none"> ○ Determination if exposures have occurred ○ Cleaning and disinfection guidance ○ Possible classroom or program closure <ul style="list-style-type: none"> ● Every effort will be made to maintain student and/or staff confidentiality. <p>For Regional Impact District Safety Team inclusive of District Nurse/Other Health Staff, Site Administrator and Student Services Director will collaborate with LPHA to determine and address any steps needed under the direction of the LPHA.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☒ 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. 	<ul style="list-style-type: none"> ● Adhere to the communication and response protocols collaboratively developed by the district and the LPHA. ● In the event of a short-term closure (4 weeks or less), the district will initiate short-term Comprehensive Distance Learning and continued food services. ● If the closure is longer than 4 weeks, the district will move into providing ongoing Comprehensive Distance Learning and continued food services. ● If in a collaborative conversation between LPHA and the district a school closure is advised by the LPHA, the district will make the final decision and a consultation will occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes. ● In collaboration between the district, school and LPHA, the return of students and staff for on-site instruction will be discussed and determined. ● District will communicate with families about options and efforts to support returning to on-site or hybrid learning and share estimated timeline for re-opening. <p>Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transportation vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening.</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>