



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 | |
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| Name of School, District or Program | SOESD Long-Term Care and Treatment (LTCT) Cascade House Inst #3653 – Family Solutions Girls Residential - Medford |
| Key Contact Person for this Plan | Jessica Bach |
| Phone Number of this Person | 541-776-8590 |
| Email Address of this Person | jessica_bach@soesd.k12.or.us |
| Sectors and position titles of those who informed the plan | SOESD Superintendent, SOESD Administrative Team, SOESD Staff, SOESD Reopening Advisor, Oregon Department of Education, Oregon Health Authority, Local Mental Health Providers, Local Public Health Authorities, Component Districts’ Superintendents / Curriculum Directors / ELL Coordinators / Special Education Directors / Technology Directors, Local Tribes, & Families in Local school Districts |
| Local public health office(s) or officers(s) | Jackson County Health and Human Services <ul style="list-style-type: none"> ● Jackson Baures, Jackson County Environmental Public Health Manager ● Stacey Gregg, Public Health Clinic Manager ● Tanya Phillips, Health Promotion Program Manager ● Bonnie Simpson, Environmental Health Specialist |
| Hone #Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Family Solutions Executive Director, Thomas Johnson (541) 531-8078), is designated to establish, implement and enforce physical distancing requirements. Each site has a physical distancing coordinator who will work with the Executive Director to establish building practices for physical distancing. Cascade House Physical Distancing Coordinator Amanda Pintarell 541-890-7452 SOESD Contact: |

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.

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| | Patricia Michiels, SOESD (541) 776-8590 ext. 1104 Email: patty_michiels@soesd.k12.or.us |
| Intended Effective Dates for this Plan | 2020-21 School Year |
| 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.

SOESD utilized a variety of stakeholder input and information sharing mechanisms to inform the community as well as the planning process, including:

- Coordination of feedback from tribes
- Phone survey of migrant families
- Surveys sent to parents / guardians of students in served in SOESD schools to gain feedback on Spring 2020 distance learning and school services for Fall 2020
- Coordination with component school districts
- Compilation, analysis, and sharing of state and county health statistics

Discussion with employee associations

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/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) 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.

SOESD is declaring Comprehensive Distance Learning because the state requires it. Under the ODE guidelines mandated to be followed by the Governor, SOESD can only operate at this point in under exceptions based on county metrics in a CDL model.

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

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

SOESD will operate under allowable exceptions based on county metrics.
SOESD plans to return to “Hybrid Learning” or “On-Site Learning” when both county and statewide metrics are met.
As an ESD supporting 13 component districts and other districts in a five county service area, our plans will align with the plans of districts, families, and students they serve.

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 PLink is gooAN FOR COVID-19

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. <input type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input 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. <input type="checkbox"/> Required components of individual daily student/cohort logs include: | <ul style="list-style-type: none"> • Family Solutions Residential CDMP • Cascade House Supervisor, Amanda Pintarelli, is designated to establish, implement and enforce physical distancing requirements consistent with this guidance and other guidance from OHA. • All staff will be trained in Sections 1-3 of the most current Ready Schools Safe Learners guidance at the start of the school/work year and at periodic intervals. Staff will receive ongoing professional training as updates are adopted. • Staff will follow Protocol to Notify Jackson County Health Department (pages 21-22 of CDMP) for notifying Jackson County Health Department of any confirmed cases of COVID-19 or cluster of illness among students or staff. Staff will cooperate with JCHD recommendations. • Cascade House will provide all logs and information to JCHD in a timely manner as determined by JCHD. • All frequently touched surfaces (such as door handles and sink handles) and shared objects (such as toys, games, and art supplies) must be cleaned, sanitized and disinfected between uses multiple times a day by facilities staff. Cleaning and disinfecting will be done in accordance with CDC cleaning guidelines. • The Facilities Supervisor will: <ul style="list-style-type: none"> o Assign cleaning personnel and train staff on cleaning protocol o Train staff about when to use PPE, what PPE is necessary, how to properly put on, use, and take off PPE, and how to properly dispose of PPE. o Ensure all needed and approved PPE and supplies are available at the location prior to initiating the cleaning protocol. • All staff will have a role in supporting cleaning and disinfection of classrooms, offices, bathrooms, activity areas and frequently touched surfaces. • Teachers and educational assistants may be assigned to clean high touch point areas and shared objects within the classroom or other school setting. • Staff will be required to clean their personal workspaces and points of contact after use, including spraying disinfectant on restroom sinks, meeting tables, or other areas of shared furnishings or equipment (e.g. laminators, copy machines). • Disinfectant spray and towels or disinfectant wipes, with use instructions, will be made available in each classroom for staff use to periodically disinfect common touch points within the classroom. • All staff-designated areas will be supplied with disinfectant spray and towels or wipes to be used throughout the day as needed/desired. • Cleaning logs are kept for twelve months in the facility main office. • Students will be visually screened by educational staff at the beginning of each school day. |

- Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).
- Staff will document screenings on the Cascade House **Classroom Daily Symptom Log** (page 32 of CDMP).
 - Screening logs will document screenings. Blank screening logs are stored on the fs drive under forms/Residential School Screening Logs.
 - Educational staff will submit a copy of the log to the facility Administrative Assistant for filing. The records will be maintained for a minimum of two months in a secure and confidential location.
 - Students in Cascade House are considered a stable cohort of nine (a group of students who are consistently in contact with each other) and therefore, daily logs are maintained for the cohort.
 - The cohort daily log will include:
 - Child's name
 - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
 - If a student displays or reports COVID-19 symptoms, or other signs of infectious diseases, an immediate isolation of the student will go into effect.
 - Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.
 - Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from the CDC](#).
 - Staff is required to conduct a self-check of health and potential exposure before entering sites, and to answer the following questions on a sign-in sheet:
 - Have you had close contact with, or do you live with anyone currently ill and diagnosed with COVID-19?
 - Are you currently sick or are you experiencing any COVID-19 related symptoms?
 - Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.
 - Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19.
 - Staff who report or develop symptoms will report such to their supervisor and leave the school or worksite immediately.
 - Students who report or develop symptoms must be isolated in their bedroom with adequate staff supervision and symptom monitoring.
 - The Residential Supervisor will contact the assigned contracted nurse and the student's guardian/case manager immediately.
 - If able to do so safely, a symptomatic student should wear a face covering.
 - Anyone providing supervision and symptom monitoring or coming in close contact with symptomatic students will maintain at least 6 feet of distance from the student when possible and wear a medical grade-face covering or CDC approved alternative.
 - Personal protective equipment (PPE) is available and ready for use in the facility storage area labeled "Sick Room Kit" and may be needed depending on symptoms and care provided.
 - Any PPE used during care of a symptomatic individual shall be properly removed, and cleaned or 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.

- o The Agency will send [letter to staff and families](#) (page 25 of CDMP) of the impacted program that a case of COVID-19 has been identified, including a description of how the Agency is responding, as required by [Ready Schools Safe Learners](#) guidelines.
- All Agency Itinerant Staff/staff who move between buildings or community locations (including but not limited to facilities, courier, and administrative staff) will use the [Itinerant Staff Tracking Log](#) (page 34 of CDMP) to record visits. On a daily basis, these logs are submitted to the Safety and Facility Coordinator for filing. The logs are kept for two months and must include:
 - o Location
 - o Date of visit
 - o Arrival time
 - o Departure time
 - o Location within the building, if appropriate
 - o Names of individuals interacted with during the visit
 - o Contact information
- The Executive Director or designee, in consultation with the Jackson County Public Health Department, may temporarily close a classroom, program, department, or building location. A closure decision will trigger these additional actions:
 - o The Executive Director or designated administrator will coordinate with JCHD and provide communications to ODHS Treatment Services, OHA Child Care Licensing, ODHS Case Workers, families, and staff.
 - o Access to the impacted area will be secured and restricted by the Facilities Department.
 - o The Safety Officer will be notified.
 - o The Facilities Supervisor will determine the specific areas that require additional cleaning. If specific area(s) cannot be identified as impacted, the entire building will be considered exposed.
 - o The authorized person will close off areas used by the ill persons and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Outside doors and windows will be opened to increase air circulation in the area. When there is a suspected outbreak impacting a whole school or building, staff will wait up to 24 hours before beginning cleaning and disinfection.
 - o Cleaning staff will clean and disinfect all identified areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
 - o The Agency will follow health authority guidance to begin bringing students back into on-site instruction.

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1b. HIGH-RISK POPULATIONS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input 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. Medically Fragile, Complex and Nursing-Dependent Student Requirements <input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: | Cascade House does not enroll students who are medically fragile/complex or students who are nursing dependent. |

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.
- Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
- Communicate with parents and health care providers to determine return to school status and current needs of the student.
 - Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
 - Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
 - The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
 - Service provision should consider health and safety as well as legal standards.
 - Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](#).
 - Work with an interdisciplinary team to meet requirements of ADA and FAPE.
 - High-risk individuals may meet criteria for exclusion during a local health crisis.
 - Refer to updated state and national guidance and resources such as:
 - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

1c. PHYSICAL DISTANCING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. | <ul style="list-style-type: none"> ● Cascade House has established a minimum of 35 square feet per person when determining room capacity, calculating only usable classroom space, understanding that desks and room setup will require use of all space in the calculation. This also applies for program based professional development and staff gatherings. ● Educational staff will: |

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| <ul style="list-style-type: none"> <input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. | <ul style="list-style-type: none"> ○ Support physical distancing in all daily activities and instruction, maintaining at least 6 feet between individuals to the maximum extent possible. For example, desks will be rearranged to at least 6 feet apart. Students will be assigned a single seat to use consistently throughout the day and every day. ○ Minimize time standing in lines and take steps to ensure that 6 feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ○ Modify or stagger schedules to limit the number of students in spaces at the same time. ○ Limit transitions to the extent possible during the student day, and create hallway procedures to promote physical distancing and to minimize gatherings. ○ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Reinforce physical distancing expectations through positive behavior support and instruction; refrain from punitive discipline. ○ Advise and encourage all people on campus to wash their hands frequently. ○ Expect and teach students to avoid sharing community supplies, and to clean shared items frequently. ○ Use signage and regular reminders to encourage students and staff to adhere to requirements for hand hygiene and respiratory etiquette. ● Staff will utilize remote web-based meetings when possible. |
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1d. COHORTING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input 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. <ul style="list-style-type: none"> ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. <input 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 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 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 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 type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. | <ul style="list-style-type: none"> ● Family Solutions has established a minimum of 35 square feet per person when determining room capacity, calculating only usable classroom space, understanding that desks and room setup will require use of all space in the calculation. ● Cascade House Residential Program is considered a stable cohort of nine (a group of students that are consistently in contact with each other) and therefore, daily logs are maintained for the cohort. ● Facilities staff will continue performing disinfecting of common touch points throughout the day. All frequently touched surfaces (such as door handles and sink handles) and shared objects (such as toys, games, and art supplies) will be cleaned, sanitized and disinfected between uses multiple times a day. Cleaning and disinfecting will be done in accordance with CDC cleaning guidelines. ● Students are assigned to activities, common areas, and restrooms three to each area. ● Family Solutions will ensure that all students (including those protected under ADA and IDEA) will maintain access to general education, grade-level academic content standards, and peers. |

1e. PUBLIC HEALTH COMMUNICATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. | <ul style="list-style-type: none"> ● All staff will be trained in Sections 1-3 of Ready Schools Safe Learners guidance at the start of the school/work year and at periodic intervals. Staff will receive ongoing professional training as updates are adopted. |

- Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.
 - The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).
- 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.
- Provide all information in languages and formats accessible to the school community.

- The Agency will communicate to staff and families of the impacted program that a case of COVID-19 has been identified, including a description of how the Agency is responding, as required by [Ready Schools Safe Learners](#) guidelines. Link letter here.
- Staff will follow [Protocol to Notify Jackson County Health Department](#) (pages 21-22 of CDMP) for notifying Jackson County Health Department of any confirmed cases of COVID-19 or cluster of illness among students or staff. Staff will cooperate with JCHD recommendations.
- All information will be provided in languages and formats accessible to the school community.

1f. ENTRY AND SCREENING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> ● Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <input type="checkbox"/> 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. <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. <input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools." <input type="checkbox"/> 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. <input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. | <ul style="list-style-type: none"> ● All staff and families of students are directed in writing (page 35 of CDMP) to contact the program supervisor if they test positive for COVID-19 or if anyone in their household does. Staff are notified of the expectation via email to staff (page 27 of CDMP). ● Students will be excluded from school for signs of other infectious diseases. See OHA/ODE Communicable Disease Guidance ● Students will be visually screened at the beginning of each school day. If the student displays or reports COVID-19 symptoms, or other signs of infectious diseases, an immediate isolation of the student will go into effect. <ul style="list-style-type: none"> ○ Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing ● Staff is required to conduct a self-check of health and potential exposure before entering sites, and to answer the following questions on the Staff Sign-in sheet (page 30 of CDMP): <ul style="list-style-type: none"> ○ Have you had close contact with, or do you live with anyone currently ill and diagnosed with COVID-19? ○ Are you currently sick or are you experiencing any COVID-19 related symptoms? ● Staff who report or develop symptoms will report such to their supervisor and leave the school or worksite immediately. ● Students who report or develop symptoms must be isolated in their designated isolation area with adequate staff supervision and symptom monitoring. ● Cascade House will follow Jackson County Health Department guidelines on restricting from the facility any student or staff member known to have been exposed to COVID-19. Refer to the most current version of the ODE document "Planning for COVID-19 Scenarios in Schools." ● Students or staff with a chronic or baseline cough that has worsened or is not well-controlled with medication will be excluded from school. Students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) will not be excluded. Pre-existing chronic conditions are documented in the student's health history. ● Staff and students will wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60–95% alcohol on entry to school or work site every day. |

1g. VISITORS/VOLUNTEERS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <ul style="list-style-type: none"> <input 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. <input 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." <input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. | <ul style="list-style-type: none"> ● Cascade House will restrict non-essential visitors and volunteers. ● In the event of a situation requiring a visitor or volunteer's presence, the visitor or volunteer is required to answer the following questions before they enter. <i><u>If the answer is "yes" to any of these questions, the visitor or volunteer is not allowed access.</u></i> <ol style="list-style-type: none"> 1. Are you currently sick, or are you experiencing any COVID-19 related symptoms? CDC Symptoms of Coronavirus 2. Have you been in close contact (within 6 feet for at least 15 minutes) with someone who has COVID-19 within the last 14 days? 3. Do you have a fever? CDC fever definition ● Visitors and volunteers on site: <ul style="list-style-type: none"> ○ Must maintain 6 feet of physical distance between people ○ Must wear a face covering or CDC-approved alternative. The Agency will provide disposable face coverings for visitors in need. ○ Must wash or sanitize their hands upon entry and exit. ● The Agency will supply disposable face coverings for use by essential visitors and staff as requested. ● Staff will maintain the Visitor Screening Log (page 31 of CDMP) for all visitors, students, staff, contractors and others, entering a facility at any time, or engaged in Family Solutions activities on Agency premises. The records will be maintained for a minimum of two months in a secure and confidential location. The Agency will support Jackson County Health Department in contact tracing and will submit all contact log information and forms to the JCHD within 24 hours. |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <ul style="list-style-type: none"> <input 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. <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. <input 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. | <ul style="list-style-type: none"> ● All staff, students, contractors, other service providers, and essential visitors will wear face coverings or face shields following CDC guidelines for Face Coverings. ● All students must wear face coverings at all times when at school, on school-provided transportation, or participating in school activities. ● For students not currently served under an IEP or 504, Family Solutions will 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. ● Students who do not wish to wear a face covering during on-site instruction and do not fall under ADA and/or IDEA provisions, will be referred to SOESD for online instruction options. ● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ● If a student removes a face covering, or demonstrates a need to remove the face covering for a short period of time, the educational team must: <ul style="list-style-type: none"> ○ Provide designated space away from peers while the face covering is removed; students should not be left unsupervised. <ul style="list-style-type: none"> ▪ Designated space must be disinfected after use. ○ Provide additional instructional supports to effectively wear a face covering. |

- Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
 - [Additional guidance](#) for nurses and health staff.

Protections under the ADA or IDEA

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

- Staff will work with students needing accommodations for face coverings. Accommodations include:
 - Offering different types of face coverings or CDC-approved alternatives that may meet the needs of the student
 - Providing spaces away from peers while the face covering is removed; students will not be left alone or unsupervised
 - Providing short periods of the educational day that do not include wearing the face covering, while following all other strategies to reduce the spread of disease
 - Provide additional instructional supports to effectively wear a face covering
- The Agency may not deny access to on-site instruction for students with existing medical conditions, doctor's orders to not wear face coverings, or other health-related concerns.
- If students eligible for or receiving services under a 504 Plan or IEP cannot wear a face covering due to the nature of their disability, the school must 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.
 - Placement determinations cannot be made due solely to the inability to wear a face covering.
 - Plans should include updates to accommodations and modifications to support students.
- For students protected under ADA/IDEA who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, Family Solutions will:
 - Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 - Determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, Family Solutions will 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 includes supports/goals/instruction for behavior or social emotional learning, Family Solutions will evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
 - 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.
- Clear plastic masks may be preferred in some instances because they enable students to see whole faces. This avoids potential barriers to phonological instruction and reinforces social emotional cues.
- Medical-grade face masks (available at the Administrative Support desk) are required for personnel assigned to provide direct close contact and personal care (within six feet) of students or staff displaying symptoms.
- A staff member requiring accommodation for the face covering requirement should contact Human Resources at 541-414-1720.
- The Agency will supply disposable face coverings for use by essential visitors and staff as requested. Staff is encouraged to use a cleanly washed face covering each day. Some staff may be required to wear clear plastic face covering; if required, the Agency will provide the staff with one upon a staff member's request.

- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

- o Staff using clear plastic masks will be provided supplies to complete daily cleaning of the plastic mask.
- Staff may remove face masks or coverings while working alone in private offices.

1i. ISOLATION AND QUARANTINE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. <input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <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. <input 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. <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. <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have | <ul style="list-style-type: none"> • Staff will follow protocol described on the Protocol for Isolation Measures (page 29 of CDMP) document. • Staff will follow protocols as described in the most current version of the ODE document "Planning for COVID-19 Scenarios in Schools." • Students will be visually screened at the beginning of each school day. If the student displays or reports COVID-19 symptoms, or other signs of infectious diseases, an immediate isolation of the student will go into effect. • Staff and students who are ill must stay home from school and must be sent home/isolated to their room if they become ill at school, particularly if they have COVID-19 symptoms. Students who report or develop symptoms must be isolated in their bedrooms with adequate staff supervision and symptom monitoring. • If safe, the symptomatic individual should wear a face covering. • If fever is a possibility, they have their temperature taken. If a fever is indicated, the student is provided with an easily disinfected item to play with or they can rest. <ul style="list-style-type: none"> ▪ Staff continues to observe the student for 10 minutes then takes their temperature again. ▪ If it is normal, the student is returned to their classroom and is closely monitored for the remainder of the school day. ▪ If a fever is indicated, or the student has another symptom consistent with the health screening criteria, the student will be isolated to their room. • While treating the student, staff will don a medical-grade face mask and additional PPE as indicated based on the symptoms and behavior of the person served. This may include an additional face covering, shoe covers, gloves and/or apron, available in the facility storage area labeled "Sick Room Kit." • The isolation area includes access to a restroom reserved for symptomatic individuals and will not be used by asymptomatic individuals until thoroughly cleaned and disinfected by custodial staff. • 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. • Generally well students who need medication or routine treatment will be treated in a separate area from isolated individuals. • Meals/snacks/water will be provided as necessary. • To reduce anxiety, fear or shame related to isolation, staff will provide a clear explanation of procedures to students, including use of PPE and handwashing. • After treating the student, staff carefully removes PPE and disposes of it in a used PPE trash receptacle and washes their hands 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. |

COVID-19 symptoms. Refer to table in [“Planning for COVID-19 Scenarios in Schools.”](#)

- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.

- After treating the student, staff will disinfect the isolation area and complete hand hygiene when complete.
- Staff will complete an entry in the [Potential COVID-19 Direct Exposure Log](#) (page 28 of CDMP) which will be maintained by staff and stored for a minimum of three months.
- Staff will call 911 for emergency services if they see a student or other staff member exhibit emergency signs of COVID 19.



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 |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> ● The ADM enrollment date for a student is the first day of the student’s actual attendance. ● A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. ● If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance. ● Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <input type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. <input type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. <input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. | <p>Cascade House will follow all enrollment requirements outlined in the Ready Schools Safe Learners guidance.</p> |

- When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

2b. ATTENDANCE

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student’s attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. <input type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. <input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health. | <ul style="list-style-type: none"> • Attendance is taken daily for all students in all grades and shared daily with SOESD. • If a student is absent, their symptoms are tracked in the COVID Symptom Monitoring Tracker. |

2c. TECHNOLOGY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. | <ul style="list-style-type: none"> • All cleaning requirements will follow guidance from Ready Schools Safe Learners. • Distribution of district-owned devices: <ul style="list-style-type: none"> ○ Devices will be cleaned/prepped by staff wearing PPE before distributing and when collected. ○ Devices will be wiped down using a technology-compatible wipe as necessary. ○ Devices will be placed in a container for distribution to student. ○ Devices are assigned to specific students to be used as their personal device for the school year. ○ Physical distancing requirements will be followed during distribution and collection. |

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings | <p>Handwashing:</p> <ul style="list-style-type: none"> • Students and staff will be trained on hand hygiene using CDC When and How to Wash Your Hands as a guide. • Staff and students are expected to wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60–95% alcohol on entry to school or work site every day. • Visitors must wash or sanitize their hands upon entry and exit. |

and other large gatherings to meet requirements for physical distancing.

- Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
- Personal Property:** Establish policies for 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.

- 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.
- Before and after using playground equipment, students must wash their hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60–95% alcohol.
- After using the restroom, students and staff must wash their hands with soap and water for 20 seconds.
- Students will wash their hands before meals and will be encouraged to wash or sanitize their hands after eating.
- Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a safety drill is complete.
- Following any CPI event, students and staff complete hand hygiene.
- Staff will wash their hands before, during and after cleaning.

Equipment:

- Playgrounds and all other shared equipment will be cleaned and disinfected at least daily or between uses in accordance with [CDC guidance](#). Cleaning requirements must be maintained per Section 2j of the [Ready Schools Safe Learners](#) guidance.

Events:

- Field trips and walks off campus are not permitted.
- Walks and outdoor activities on campus are encouraged as long as physical distancing, face coverings/face shields and hand hygiene expectations are followed.

Transitions/Hallways:

- Individuals need to stay at least six feet away from each other when using halls and be moving in the same direction to avoid passing. If another person is already in the hall moving in a different direction, the second person waits until the hall is clear before proceeding.

Personal Property:

- Students are discouraged from bringing backpacks and personal items from home. If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.

2e. ARRIVAL AND DISMISSAL

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> 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. | <ul style="list-style-type: none"> ● Students at Cascade House are considered a single stable cohort. All physical distancing guidelines will be followed during arrival and dismissal. ● All students and staff will use hand hygiene upon arrival. ● Students will be visually screened by educational staff at the beginning of each school day. <ul style="list-style-type: none"> ○ The Daily Symptom Logs (page 32 of CDMP) will document screenings. ○ Staff is required to conduct a self-check of health and potential exposure before entering sites and to attest to this screening on their sign-in sheet. ● All Agency Itinerant Staff/staff who move between buildings or community locations (including but not limited to facilities, courier, |

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| <ul style="list-style-type: none"> ● 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. | <ul style="list-style-type: none"> and administrative staff) will use the Itinerant Staff Tracking Log (page 34 of CDMP) to record visits. ● The Visitor Screening Log (page 31 of CDMP) will be used for any visitor not using the Itinerant Staff Tracking Log. ● All visitors will use hand hygiene upon arrival and departure. ● Alcohol-based hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. |
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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. | <p>Seating:</p> <ul style="list-style-type: none"> ● Desks will be arranged to provide at least 6 feet distance between students. Students will be assigned a single seat to use consistently throughout the day and every day. <p>Materials:</p> <ul style="list-style-type: none"> ● Staff will ensure that students avoid sharing supplies. When sharing is necessary, staff will clean shared items between uses. <p>Handwashing:</p> <ul style="list-style-type: none"> ● Signs are posted in multiple locations throughout the programs noting/picturing respiratory hygiene, hand washing, physical distancing, face coverings, stay at home if sick, and screening. |

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). ☐ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☐ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☐ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☐ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☐ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. | <ul style="list-style-type: none"> ● Before and after using playground equipment, students must wash their hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60–95% alcohol. ● While at recess or when using playgrounds and fields, staff and students are to maintain physical distancing and square footage requirements. ● Playgrounds and shared equipment will be cleaned and disinfected at least daily or between uses in accordance with CDC guidance. ● After using the restroom, students and staff must wash their hands with soap and water for 20 seconds. ● Family Solutions will limit staff rooms, common staff lunch areas, and workspaces to maintain 6 feet of distance between adults. In smaller spaces this may limit use to a single person at a time. |

2h. MEAL SERVICE/NUTRITION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, 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. | <ul style="list-style-type: none"> ● Meals will be eaten in the dining area. ● Meals will be served individually. Self-service buffet-style meals are prohibited. ● Tables or surfaces where meals are consumed will be sanitized before meals. ● Students will receive their meal after washing or sanitizing hands, and should be encouraged to wash or sanitize their hands after eating. ● Students will not share food, utensils, or serving items. ● Staff will sanitize carts, cafeteria tables, and any counter surface between uses. Only facilities staff is allowed access to the kitchen. ● Any meal items such as plates, utensils, and transport items used in classrooms where meals are consumed will be cleaned on a daily basis. ● All school staff assisting with meal service will wear a face covering when serving or interacting with students. ● Students may remove face coverings while eating meals or snack, but must put face coverings back on after finishing the meal or snack. ● Since staff must remove their face coverings during eating and drinking, staff are encouraged to eat snacks and meals independently, and not in staff rooms when other people are present. |

2i. TRANSPORTATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> 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. <input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. <input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus. <input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). | <ul style="list-style-type: none"> ● As a residential facility, our students do not use transportation to get to school. ● In addition, all off-campus field trips have been suspended due to COVID-19 until further notice. |

- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines](#), applying the guidance in section 1h of the **Ready Schools, Safe Learners** guidance to transportation settings.

2j. CLEANING, DISINFECTION, AND VENTILATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. <input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> 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. <input 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. <input 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 type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input 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 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). | <ul style="list-style-type: none"> ● All staff will have a role in supporting cleaning and disinfection of classrooms, offices, bathrooms, activity areas and frequently touched surfaces. For example, teachers and educational assistants may be assigned to clean high touch point areas and shared objects within the classroom or other school setting. Staff will be required to clean their personal workspaces and points of contact after use, including spraying disinfectant on restroom sinks, meeting tables, or other areas of shared furnishings or equipment (e.g. laminators, copy machines). ● Any cleaning and disinfecting needs based on known or suspected illness or when bodily fluids are present, will be addressed only by trained personnel. ● The Facilities Supervisor will assign cleaning personnel and train staff on cleaning protocol. Cleaning and disinfecting will be done in accordance with CDC cleaning guidelines. Product safety data sheets (SDS) are kept in a binder (Material Safety Data Sheets) on site in the facility main office. ● Playground equipment will be cleaned at least once a day or between uses in accordance with CDC cleaning guidelines. ● Disinfectant spray and towels or disinfectant wipes, with use instructions, will be made available in each classroom for staff use to periodically disinfect common touch points within the classroom. All staff-designated areas will be supplied with disinfectant spray and towels or wipes to be used throughout the day as needed. ● Only Agency-provided cleaning and disinfecting products will be used. These products will be selected from the EPA List N to reduce the risk of asthma. ● Disinfectants will be applied safely and correctly following the manufacturer's labeled directions. Disinfectant products will be kept away from students. ● The Agency facilities staff will operate and maintain all HVAC and ventilation systems so that they continue to function properly. When needed, modifications will be made to HVAC and ventilation systems to increase air dilution and filtration. In addition, HEPA air filters (EPA Air filters) are placed in classrooms and other common areas. ● Ventilation systems will be checked and maintained by maintenance staff on a regular basis. The Agency will consider modifications or enhancements of building ventilation and filtration systems where feasible, following current guidance. |

2k. HEALTH SERVICES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, | <ul style="list-style-type: none"> ● Cascade House will isolate students in their bedrooms when experiencing illness. Students will have access to a restroom reserved for symptomatic individuals and shall not be used by asymptomatic individuals until thoroughly cleaned and disinfected by custodial staff. |

speech, and respiratory therapists; and School Based Health Centers (SBHC).

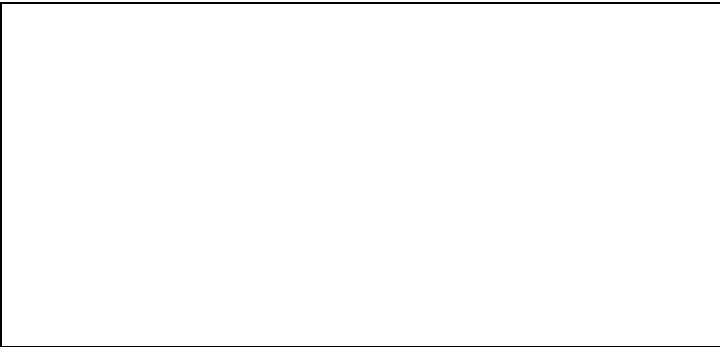
2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

| 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 | <p>These items are covered in other areas of the blueprint.</p> <p>Congregate housing:</p> <ul style="list-style-type: none"> ● Youth are housed in single rooms. No residential dorm rooms are shared. ● Dorm rooms meet or exceed the standard of 64 square feet per resident. ● Residential density is being managed to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary. |
| <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. | |

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <input type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> ● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. ● Fire drills must be conducted monthly. ● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. ● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. | <ul style="list-style-type: none"> ● Routine drills are conducted per the Family Solutions Emergency Response Testing Policy and Procedure in a trauma-informed manner and with physical distancing taken into account. All drills are held during the school day as well as during the evening and night shifts. <ul style="list-style-type: none"> ○ Time considerations are made to reduce close contact and standing in line. ○ 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. ○ Thirty minutes per month is devoted to educating students regarding essential safety drills and emergency response. ○ Fire drills occur monthly ○ Earthquake drills occur twice a year. ○ Drill for 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 will be conducted twice a year. |
| <input type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill 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. | |

- When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- Drills should not be practiced unless they can be practiced correctly.
- Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.



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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. <input type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. <input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. <input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> ● Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ● Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff | <ul style="list-style-type: none"> ● All Residential staff is trained in Collaborative Problem Solving (CPS) and Crisis Prevention Institute (CPI) techniques. <ul style="list-style-type: none"> ○ Emergency Safety Interventions (ESI’s) are avoided whenever possible. ○ These principles are applied to assist in de-escalating through verbal intervention. ● As part of Behavior Rehabilitation Services, Family Solutions provides 11 hours per week for each student for counseling which includes self-regulation skill building. ● Face coverings are required by staff who may also use PPE such as gloves and apron. ● Following any ESI event, students and staff complete hand hygiene. ● Following any ESI event, the area is disinfected and aired. ● In the event an ESI or the situation preceding the ESI poses a COVID-19 risk (e.g.: youth purposefully coughing or spitting on staff, removing staff’s face covering or face shield, etc.), the facility supervisor is consulted for further direction. ● Reusable Personal Protective Equipment will be cleaned/sanitized after every episode of physical intervention. ● Spaces that are unexpectedly used to de-escalate behaviors will be cleaned and sanitized before they are used by other cohorts. |

- Ensure physical distancing and separation occur, to the maximum extent possible.
 - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
 - Wash hands after a close interaction.
 - Note the interaction on the appropriate contact log.
- *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
- If staff need to intervene for student safety, staff should:
 - Maintain student dignity throughout and following the incident.
 - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
 - Use the least restrictive interventions possible to maintain physical safety for the student and staff
 - Wash hands after a close interaction.
 - Note the interaction on the appropriate contact log.
 - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

Protective Physical Intervention

- Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the *Ready Schools, Safe Learners* guidance: Cleaning, Disinfection, and Ventilation).



3. Response to Outbreak

3a. PREVENTION AND PLANNING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Review the “Planning for COVID-19 Scenarios in Schools” toolkit. <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. | <ul style="list-style-type: none"> ● Family Solutions follows all regulations and guidance per the Common Protocols for COVID-19 School Scenarios as described in the most current version of the ODE document Planning for COVID-19 Scenarios in Schools. ● Staff will follow Protocol to Notify Jackson County Health Department (pages 21-22 of CDMP) for notifying Jackson County Health Department of any confirmed cases of COVID-19 or cluster of illness among students or staff. Staff will cooperate with JCHD recommendations. |

3b. RESPONSE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <input type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students. | <ul style="list-style-type: none"> Family Solutions follows all regulations and guidance per the Common Protocols for COVID-19 School Scenarios as described in the most current version of ODE document Planning for COVID-19 Scenarios in Schools. Comprehensive distance learning will be implemented during any short-term school closure, and shall be designed to support all learners. Family Solutions will continue to provide meals for students. |

3c. RECOVERY AND REENTRY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <input type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. | <ul style="list-style-type: none"> Family Solutions follows all regulations and guidance per the Common Protocols for COVID-19 School Scenarios as described in the most current version of the ODE document Planning for COVID-19 Scenarios in Schools. Before reentry, the Facilities Supervisor will determine the specific areas that require additional cleaning. If specific area(s) cannot be identified as impacted, the entire building will be considered exposed. When there is a suspected outbreak impacting a whole school or building, staff will wait up to 24 hours before beginning cleaning and disinfection. The Agency will follow health authority guidance to begin bringing students back into on-site instruction. |



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> |
|-----------------------------|--|
| | |