



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

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:

¹For 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.

²For 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.

³Tribal 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.

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Desert Sky Montessori
Key Contact Person for this Plan	Jodie Borgia
Phone Number of this Person	541-350-2090
Email Address of this Person	Jodie.borgia@dsmntessori.org
Sectors and position titles of those who informed the plan	Head of School DSM, Assistant Head of School DSM DSM board BLP school district
Local public health office(s) or officers(s)	Deschutes County Health Services Communicable Diseases Programs Communicable Disease Line 541-322-7418 Laura Hart Public Health Nurse II Laura.hart@deschutes.org
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jodie Borgia
Intended Effective Dates for this Plan	CDL with limited in-person: September 14, 2020 through November 2 nd , or when metrics are approved for hybrid learning. Hybrid: From approval to June 2021.
ESD Region	High Desert ESD

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

A survey was sent to all DSM families in July 2020. They were surveyed regarding the challenges and successes related to Distance Learning for All and their preferences and comfort level for both in- person and distance learning for the 2020-21 school year. They were also asked about their access to technology for the upcoming year. All parents and guardians were invited to online Zoom meetings in July to ask questions and give input.

3. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning Comprehensive Distance Learning

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

DSM will begin the 2020/21 school year with the CDL as announced by the Bend La Pine School board on Friday July 31st.

Deschutes County is not meeting the metrics set by Governor Brown These are:

County Metrics to be met for three weeks in a row: Less than or equal to 10 cases per 100,000 in the proceeding days and test positivity less or equal to 5% in the proceeding 7 days.

State Metric - to be met three weeks in a row: Test positivity less than or equal to 5% in the preceding 7days.

BLP school will meet again in mid-October to decide if we are able to return to our Hybrid plan.

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.

No waivers required

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.

- All children and family to be provided with a virtual orientation, so all children and parents understand tools and procedures.
- Prioritize connection and deep learning over content coverage.
- Instruction based on grade level standards.
- All children provided with at least one synchronous opportunity per day. Recommended that teachers front load learning with asynchronous lessons.
- Provide a well-rounded education.
- Children to be given timely and consistent feedback. Give descriptive feedback pointing out strength and offering specific information to guide improvement.
- Document assessments
- Incorporate time for check-ins and daily peer interactions (elementary morning circle, peer tutoring etc).
- Clearly define roles for teachers, assistants, students, and families.
- Differentiate with paper packets, online experiences, blended learning, phone, as well as technology.
- Collect evidence of work – projects, voice recordings, self-assessments, student designed work, anecdotal observations from asynchronous and synchronous classes.
- 900 hours of instructional time needs to be covered, this year allowing 90 hours of PD and up to 90hours of parent training and support.

- At least 50% of instructional time needs to be teacher facilitated learning. We will offer 12 hours of teacher facilitated learning a week and expect 11 hours of applied learning.
- If we want to break it down to five days a week while on CDL, it would be 2 hours and 24 minutes a day of teacher facilitated learning and 2 hours and 12 minutes a day of applied learning.
- Teacher facilitated learning includes synchronous and asynchronous learning experiences planned and guided by the head teacher. It can include live lessons or accomplished asynchronously through google classroom, teacher produced videos and learning packets.

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.

- Synchronous lessons must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts or individual office hours.
- Applied learning allows for students to apply knowledge and skills that extend from the teacher facilitated learning. Students have access to support during this time from teachers and assistants. These experiences are designed to deepen student engagement, allow for peer interaction and to support family and community involvement.
- Assessment – go back to 4 stage reporting process.
- Progress monitor students
- Provide opportunities for students to redo work or try again.
- Use summative assessment for math, language arts, and science.
- Use formative assessments for instructional decision making.
- Attendance to be taken every day. This can involve participating in a class Zoom, individual Zoom chat, two-way email, a phone call, posting work on google classroom, sending work via email or text, turning in completed course work.

A schedule to be made for each cycle, which will include in the 8-hour teachers' day:

- 2.5 hours a day of teacher facilitated learning for each child,
- 2 hours a day of applied learning for each child.
- Daily Zoom lessons for every child, can be whole group, small group, peer teaching in breakout groups
- Office hours for one on one check ins
- Planning time
- Recording time
- Assessment/ observation time

An example of a teacher's schedule: (these to be individualized by teachers before September 14)

7:30-8:30am Teacher preparation time

8:30 – 9:00 Whole group

9:15 – 10:15am 1st grade lessons (or a third cohort)

10:30 -11:30 2nd grade lessons

11:45 – 12:45 3rd grade lessons

12:45 – 1:15pm Lunch

1:15 – 2:15:pm Office hours and individual check ins

2:15pm – 4pm Organizing lessons, recording lessons and preparing materials for the next day.

Alternatives to be planned for children who struggle with Zoom time and to provide variety.

DSM plans to provide limited in-person instruction for specific groups. As per ODE's Comprehensive Distance Learning guidance, providing limited in-person instruction to meet the needs of specific groups of students based on needed educational, relational, curricular, instructional, and/or assessment supports. This includes, but is not limited to, provisions for supporting students experiencing disability, English language learners, as well as lessons that may require hands-on demonstration of skills and the provision of secure assessment environments.

An exception to meeting state and county metrics to return to limited in-person instruction under Comprehensive Distance Learning should be prioritized under the following conditions:

- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- DSM fully complies with sections 1-3 of the Ready Schools, Safe Learners guidance.
- DSM fully complies with Comprehensive Distance Learning Guidance for Limited In-Person Instruction, which includes further limitations on cohort sizes, time, and more.

DSM will continue to monitor county and state metrics. We will be advised by the BLP school board on their decision on whether schools will return to hybrid plans, which at DSM will be:

All students from K-4th grade will have access to four days a week of in person learning and 1 day of distance learning. This includes students with disabilities, emerging bilingual students and those identified as "at-risk". Our 5th and 6th grade children will have a hybrid opportunity with at least 2 days of in person learning. DSM will work with families of students with disabilities, emerging bilingual students or those identified as at risk to see if more in person learning is needed.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. 	<p>DSM has updated the Communicable Disease Management Plan to reflect best practices and response and protocols for COVID-19.</p> <p>See Communicable Diseases Management plan</p> <p>The Head of School at Bend River and the Assistant Head of School at One World Center have been designated to establish, implement, and enforce physical distancing requirements that are consistent with ODE and OHA guidance. This information will be posted on the staff bulletin board at each site. Violation of these rules could result in discipline.</p> <p>DSM reached out to parents in the medical field to go over plans as well, for site specific requirements, such as isolations rooms, health checks.</p> <p>Since DSM has a small staff the Head of School will run training for all, to occur in last week of August. In person or virtual will depend on spread of virus in Deschutes County. Presently all meetings are held virtually.</p> <p>If any confirmed cases of COVID-19 at DSM Head of School or Assistant Head of School will contact the Communicable</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. 	<p>Disease liaison at local health authority.</p> <p>DSM will follow the Cleaning and Disinfecting Plan and follow best practices and protocols for reducing exposure to COVID-19. A copy of the Plan can be reviewed by the public, contact our Head of School to set up a time to review.</p> <p>Bathrooms to be cleaned in between cohorts. Offices to be cleaned regularly during the day. Activity areas cleaned in between cohorts and regularly in between children in cohorts.</p> <p>Head of School or Assistant Head of School will make contact with Communicable Disease liaison at DCHS, Laura Hart.</p> <p>DSM Head of School or Assistant Head of School will cooperate with DCHS recommendations and provide all logs and information in a timely manner.</p> <p><i>Note: FERPA allows schools to share personally identifiable information with local public health authorities without consent when needed to respond to a health emergency. DSM will work with the local health authority to ensure we are able to effectively respond to and control outbreaks through sharing of information, even without parental consent, when appropriate.</i></p>
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). 	<p>Screening/Isolation: Visual screening of all students and staff occurs outside building before entering. Both OWC and BR have isolation room for anyone with COVID symptoms during the day. Checks can be done visually and/or with confirmation from a parent/ caregiver/ guardian. Arrivals will be expected to wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol upon entry to school each day.</p> <p>Greeters will do visual screening for the following COVID-19 symptoms: cough, fever or chills, shortness of breath, or difficulty breathing.</p> <p>Students displaying COVID-19 symptoms will be asked to return home or to report to the isolation (1i) room and sent home as soon as possible. They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</p> <p>Students and staff will be directed to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms.</p> <p>DSM will follow DCHS advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.</p> <p>Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Staff or students will not be excluded who have other symptoms that are chronic or baseline symptoms</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<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 <i>Ready Schools, Safe Learners</i> guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <ul style="list-style-type: none"> ☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child’s name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ 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 <i>Ready Schools, Safe Learners</i> guidance). 	<p>Teachers and teaching assistants will maintain contact logs for all children in their cohort as well as any staff having contact with the class. Aftercare children will be a part of an AC cohort and separate logs maintained for these children in each building. The aftercare teachers will be responsible for maintaining these logs.</p> <p>DSM will follow Ready Schools, Safe Learners guidance and maintain individual and cohort information via a Cohort Daily Log. The log will be stored in the office for four weeks.</p> <p>DSM is exploring the option of a Daily Log system that may be tied to the SIS.</p> <p>Parent/guardian name and emergency contact information will be stored in the SIS.</p> <p>All district staff that work at both Bend River and One World Center sites will keep a log with a running four-week history of their time in each building and who they were in contact with at each site. DSM will provide DCHS with Cohort Daily Logs and other information necessary to expedite contact tracing in the event of a possible closure. DSM will follow local health authority and CDC guidance regarding cleanings. DSM will consult with the local health authority to consider classroom, school/program or district wide closures.</p> <p>Per <i>Ready Schools, Safe Learners</i> guidance, DSM will report to the local health authority any cluster of two or more persons with similar illness among staff or students.</p> <p>If anyone who has been on campus is known to have been diagnosed with COVID-19, DSM will report the case to and consult with the DCHS regarding cleaning and possible classroom or program closure.</p> <p>DSM will modify, postpone, or cancel large school events as coordinated with the DCHS.</p> <p>If the school is closed, DSM will implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.</p> <p>DSM will communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <ul style="list-style-type: none"> ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 	<p>Students</p> <ul style="list-style-type: none"> • All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with daily check-ins. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development. <p>* 504 plans will be revisited before school starts to see if any changes need to be made.</p> <p>* Contracted time with district nurse will be used to help guide these new plans.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</p> <p>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</p> <p>☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	<p>DSM will continue to serve students in high risk population(s) through on-site, hybrid, or comprehensive distance learning models.</p> <p>Staff Identified as High-Risk may be re-assigned and/or may consider all leave options.</p> <p>To the extent possible, students who are unable to participate in On-Site instructional models due to their high-risk status will be provided the opportunity to attend/interact with their peers. This will allow educators to support all students and synchronously integrate distance learning experiences into their on-site class.</p> <p>If DSM is unable to provide blended classrooms for students, students unable to attend on-site will be provided with comprehensive distance learning.</p> <p>Staff All staff have some PTO to use if they are diagnosed with COVID-19. If staff are quarantined for being in contact with a person with COVID then they will continue to work remotely during short term distance learning, if they themselves are not sick.</p>

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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.</p>	<p>All classrooms have been measured for usable space, 35 square feet per person (including staff). K, K/1 and Kestrel and Antelope 1-3 classrooms can house 20 children plus essential adults. The Wolf 1-3rd 18 children plus essential adults. 4th grade classroom can hold 17 children plus essential adults. 5/6th grade class can hold 15</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>children plus essential adults.</p> <p>DSM will strive to maintain six feet of space between individuals while supporting physical distancing in all daily activities and instruction. This includes staff during staff meetings and conferences. These will be done remotely where possible.</p> <p>Steps will be taken to minimize the time standing in lines and to ensure that six feet of distance between students is used when forming lines.</p> <p>Schedule use of bathrooms and playground.</p> <p>Bend River site – two classrooms per bathroom</p> <p>One World Site – Kindergarten class plus boys from K/1, 5/6th grade class plus girls from K/1. Clean in between cohorts.</p> <p>Schedule use of outdoor tent space.</p> <p>Minimize use of hallways as much as possible. Mark space outside to line up from outdoors.</p> <p>5th/6th grade – schedule 3 days in person learning for 5th grade and 2 days of in person learning for 6th grade. Develop class rosters to have no more than 15 students with one teacher (maximum of 17 people per 661 ft2 classroom).</p> <p>DSM will make accommodations for students who will need additional support in learning how to maintain physical distancing requirements by provide instruction, rather than employing punitive discipline.</p> <p>DSM will post occupancy limits on classrooms, offices, and common areas.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ 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. ☒ 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). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. 	<p>When providing limited in-person instruction for specific groups during Comprehensive Distance Learning:</p> <p>Cohorting will work the same however numbers are limited to 10 children.</p> <p>Children may only be in the school building for a maximum of two consecutive hours a day.</p> <p>The total number of children allowed each building per week is set at 250. The total number of children at One World and Bend River do not reach this number.</p> <p>DSM may offer limited in-person learning based on need for the following reasons:</p> <ul style="list-style-type: none"> • To address connectivity issues • To provide academic support • Assessment • To provide social emotional or mental health support • To build educator to student relationships • To support liv peer to peer interaction • To support engagement • To ensure culturally relevant and sustaining Montessori pedagogy • To prepare for in-person instruction

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</p>	<ul style="list-style-type: none"> To provide supplementary support. <p>DSM will not offer or suggest limited in-person instruction based solely on disability, race, gender, religion, or sexual orientation.</p> <p>Any limited in-person instruction at DSM will be voluntary.</p> <p>When returning to 3 day a week of in-person Hybrid:</p> <p>When first returning from CDL to Hybrid the DSM K-5th grade children will be offered 3 days of in-person learning and 2 days of distance learning. All parents have been asked if they plan children to return to the school building or stay on CDL. All children will be on distance learning on Friday. The in-person children will be scheduled a 2nd day of distance learning on Monday through Thursday.</p> <p>When adding a fourth day of in-person hybrid:</p> <p>OWC site K class will have cohort of 25, 5 children rostered off per day to maintain more space between children. K/1 will have cohort of 25, 5 children rostered off per day to maintain more space between children. 5/6th grade will have cohorts of 15 children.</p> <p>Bend River Site Kestrel and Antelope 1-3 classes will have cohort of 25, 5 children rostered off per day to maintain more space between children. Wolf 1-3 class will have a smaller cohort of 22 to maintain 18 in-person children. 4th grade class will have cohort of 22 children, 4 rostered off per day to maintain space between children.</p> <p>DSM is gathering numbers of children who will participate in CDL for a least the first semester of the 2020/21 school year. If numbers are high enough the cohort size in each class may reduce.</p> <p>Both sites will also have an aftercare cohort.</p> <p>All logs maintained by teachers and teaching assistants.</p> <p>Bathrooms to be gender neutral and shared by two cohorts. Time scheduled and bathrooms cleaned in between cohorts. Playgrounds to be scheduled for one cohort at a time.</p> <p>Teachers and assistants to maintain cleaning of materials and classroom spaces. All staff will have access, and be required, to perform regular cleaning of their spaces (using approved district cleaning agents) between multiple student or staff uses of their space.</p> <p>Routine cleaning and disinfecting will follow CDC cleaning and disinfecting guidance, and includes cleaning classrooms between groups, playground equipment between groups, restroom door or faucet handles, etc.</p> <p>Floating staff, such as Head of School, specialists, to wash hands between cohorts and to wear face covering or face shield.</p>

Staff will wash or sanitize their hands upon entry to the building and again, when they leave. Staff will wash or sanitize hands before and after meals.

If a DSM student or staff member are diagnosed with COVID-19, then the DSHS will be consulted to review the situation. If DSM cannot confirm that 6 feet distancing was consistently maintained during the school day, all members of the cohort group will need to be quarantined until the contact tracing process is completed.

OHA/ODE Requirements	Hybrid/Onsite Plan

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). <input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<p>To be included in training week before school opens for in learning instruction.</p> <p>A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families electronically when available. Including the definition of exposure as being within 6 feet of a COVID-19 case for 15 minutes or longer.</p> <p>Additional communication regarding protocols will be shared with families and staff in August prior to the start of limited in-person instruction.</p> <p>Updated communication will be shared with families at least monthly or as updated information is available throughout the school year.</p> <p>In the event of a presumptive or confirmed COVID-19 our Communicable Disease partners at county health will provide guidance as we lead response efforts. DSM will follow the COVID-19 Communication Plan for Exposure or Case.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms 	<p>Arrival and Entry</p> <ul style="list-style-type: none"> • Each student will be assigned an entrance point (i.e., a specific door) to the school building. Different entry doors will be used for each classroom. Scheduling for two classes at Bend River to enter through the external gate required. • Student to go to classroom with their cohort through their assigned entry door. • Staff will be present at each entry point to visually screen students for symptoms. • Once back in a hybrid model, morning care in the classroom starts at 7:30 AM. Arrivals will be expected wash with soap and water for 20 seconds or use an alcohol- based hand sanitizer with 60-95% alcohol upon entry to school, program or department sites each day. <p>Bend River – Antelopes and Kestrels to wash hands in classroom. Steelheads and Wolf to wash hands in bathroom or use hand sanitizer. OWC – Owls and Pikas to wash hands in classroom. Otters to use bathrooms or hand sanitizer.</p> <p>Screening Students Upon Entry</p> <ul style="list-style-type: none"> • Staff will be assigned to each entry door to visually screen. Greeters will do visual screening for the following COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ 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." ☒ 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. ☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>symptoms: Primary symptoms of concern: cough, fever (greater than 100.4 degrees F) or chills, shortness of breath, or difficulty breathing.</p> <p>Emergency signs that require immediate medical attention: Trouble breathing Persistent pain or pressure in chest New confusion or inability to awaken Bluish lips or face (lighter skin), greyish lips or face (darker skin) Other sever symptoms.</p> <ul style="list-style-type: none"> • When the screening indicates that a student may be symptomatic, the student is sent to isolation room and then sent home with the parent. They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. No buses are used at DSM. In addition to COVID-19 symptoms, students will be excluded from school for signs of other infectious diseases, per existing school policy and protocols. <p>Students and staff will be directed to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms.</p> <ul style="list-style-type: none"> • Hand-sanitizers, with 60-95% alcohol, will be placed by each entrance and children can also wash hands as above. <p>DSM will follow DCHS advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p>Logging for Contact Tracing</p> <ul style="list-style-type: none"> • Staff assigned to each entry door will need to maintain contact tracing logs with information about each student who entered and other students with whom they came in contact during entry. <p>Screening Staff:</p> <ul style="list-style-type: none"> • Staff are required to report to the Head of School when they may have been exposed to COVID-19. • Staff are required to report to the Head of School when they have symptoms related to COVID-19. <p>Staff members are not responsible for screening other staff members for symptoms.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been 	<p>Visitors/Volunteers will be restricted as much as possible at this time.</p> <p>Adults in schools are limited to essential personnel only as much as possible.</p> <p>Essential visitors must wash or sanitize their hands upon entry</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. 	<p>and exit and wear a face covering.</p> <p>Visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.</p> <p>Contractors must wear face coverings in accordance with the DSM <i>Communicable Disease Management Plan for COVID-19</i>, the Deschutes County Public Health department, OHA, and the Center for Disease Control.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. <input checked="" 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. <input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. <p>Protections under the ADA or IDEA</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> • Offering different types of face coverings and face shields that may meet the needs of the student. • Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised. 	<p>All staff will be provided with face coverings and face shields. Staff covering isolation rooms need to be provided with medical grade face covering and wear appropriate PPE for their role.</p> <p>Special education staff are district employees and will be provided with face shields by BLP.</p> <p>Office staff to be provided with face shields. Individuals may remove their face coverings while working alone in private offices.</p> <p>All children in grades kindergarten through 6th grade will wear face coverings or face shields, following the CDC guidelines and the State requirements. If a student removes a face covering, or demonstrates a need to remove the face covering for a short period of time, the DSM staff must:</p> <p>Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. A designated area or chair will be provided appropriately distanced from other students and it will be made of a material easily wiped down for disinfection after each use.</p> <p>Teachers will provide additional instructional supports to effectively wear a face covering; Provide students adequate support to re-engage in safely wearing a face covering.</p> <p>Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</p> <p>Facial coverings are required for all staff that are within 6 feet of students. DSM will remind staff and students that coverings that are worn should be washed daily or a new covering worn daily.</p> <p>If any student requires an accommodation to meet the requirement for face coverings DSM will work to limit the student's proximity to</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; ☒ 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. <ul style="list-style-type: none"> • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> ○ If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, ○ If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☒ 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. 	<p>students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: Offering different types of face coverings/shields that may meet the needs of the student, spaces away from peers while the face covering is removed; 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 and additional supports to effectively wear a mask.</p> <p>Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering during On-Site instruction, must be provided access to instruction. Comprehensive Distance Learning may be an option, however additional provisions apply to students protected under ADA and IDEA. For students with existing medical conditions and a physician's order not to wear face coverings, or other health related concerns, must not be denied in-person instruction.</p> <p>For students not currently served on an IEP or 504, DSM must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability.</p> <p>DSM will work with any staff that need ADA accommodations to help minimize their exposure. This includes helping plan a 6-foot distance from children when using a face covering.</p>

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ 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. ☒ 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. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools." ☒ 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. 	<p>Primary isolation area will be used for students and staff report or develop symptoms of cough, fever, chills, shortness of breath, difficulty breathing, or sore throat while at school. These areas will be the sensory room at Bend River and the office at One World Center.</p> <ul style="list-style-type: none"> • Symptomatic students will remain at school in the isolation area until a designated adult can pick them up. Students will not be left alone. • Staff will be assigned to supervise students who are symptomatic and will need to maintain at least six feet of distance and wear medical grade facial coverings. When removing PPE hands need to be washed for 20 seconds with soap and water. An emergency contact or family member will be called and asked to safely transport home or to a health care facility. If this is not an option, local ambulance services can be summoned by calling the non-emergency police line. • Secondary isolation areas may be identified if/as needed. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, DSM will ensure 6 feet distance is maintained. It must not be assumed they have the same illness. • Logs must be maintained for every student who enters the isolation room, regardless of whether they are treated or sent home. Logs will include: <ul style="list-style-type: none"> * Name of student * Reported symptoms/reason for health room visit * Action taken. <p>Staff running isolation room to be provided with medical grade mask for times when supervising child with symptoms.</p> <p>District maybe to provide DSM with some PPE. Grants applied for and donations from local businesses.</p> <p>Spare masks available for children in isolation if they can wear them safely.</p> <p>Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or information about testing sites available on the local public health authority website.</p> <ul style="list-style-type: none"> * If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. * If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. * If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return- to-school guidance should be followed and person should be fever-free for 24 hours, without use of

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious.</p> <p>If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</p>



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ 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. ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving 	<ul style="list-style-type: none"> • All students will be enrolled following the Oregon Department of Education guidelines. <p>For the 2020-21 school year, the ODE plans to temporarily suspend the “10-day drop,” pending approval from the State Board of Education, with the expectation that a student will only be unenrolled when DSM has received notice that they’ve been enrolled in another setting. This change of practice is being made to ensure continuity of service and lean into a culture of care across the state.</p> <p>If a student has stopped attending for 10 or more days, DSM will continue to try to engage the student. At a minimum, DSM will 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.</p> <p>DSM will have attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p> <p>When a student has a pre-excused absence or COVID-19 absence, DSM will reach out to offer support at least weekly until the student has resumed their education.</p> <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, DSM will continue to count them as absent for those days</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>documentation from another school that a student has enrolled, drop that student from your roll.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. <input checked="" type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. <input checked="" type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting. 	<p>and include those days in our Cumulative ADM reporting.</p> <p>Hybrid learning and distance learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence.</p>

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input checked="" type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input checked="" type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. <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 checked="" type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health. 	<p>All children at DSM, including 6th grade are self-contained classes.</p> <p>Grades K-6: 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). Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes.</p> <p>Interaction can be evidenced by any of the following or reasonable equivalent:</p> <ul style="list-style-type: none"> Participating in a zoom class. Communication from the student to the teacher via chat, or email. A phone call between the teacher or educational assistant with the student, or, for younger students, with the parent/guardian of the student. Posting completed coursework to Google classroom or via email; or Turning in completed coursework on a given day. <p>Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., administration).</p> <p>Administration will review individual and school-wide attendance data weekly.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>The majority of children at DSM will be enrollment full time. Once we return to hybrid they will either be:</p> <ul style="list-style-type: none"> • K-4th: Three days in person, 2-day distance learning • 5th Grade Hybrid – 3 days in person, 2 days distance learning • 6th Grade Hybrid - 2 days in person, 3 days distance Learning • Full time Comprehensive Distance Learning will be available for children with health concerns or families concerned about re-entering the building.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<p>DSM lends devices to families in need. A solid technology agreement is in place.</p> <p>School devices will be cleaned and sanitized between each use.</p> <p>DSM will prepare for the possibility a student, class, or school will move to Short term Comprehensive Distance Learning.</p> <p>DSM will survey families by phone, email or other means to collect information about the number, type, and condition of devices used in their homes to support distance learning and their connectivity.</p> <p>DSM will review technology policies and data privacy policies and update if needed.</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ 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. 	<ul style="list-style-type: none"> • Hand Washing: All students will have access to hand washing prior to snack and lunch. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of handsanitizer. • Equipment: Sharing of supplies will be restricted whenever possible. Individual supplies will be provided for children when possible, such as pencils, scissors, glue stick, ruler, eraser and paper. More Montessori materials to be provided or materials to be made to lessen the amount of materials that need to be shared. Shared Montessori materials to be sanitized multiple times a day. Look into backpack sanitizer for large areas to be possibly used at the end of each day. Sports/outdoor equipment will be assigned to each class as much as possible. Shared outdoor equipment will be sanitized in between each cohort. See cleaning and disinfecting plan. • Events: Off-site field trips and events requiring visitors or volunteers have been canceled. For now, all 'Montessori Going Outs' are cancelled. <p>In-school events will be modified to follow cohorting and social distancing guidance.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>All school meetings, special performances, school-wide parent meetings and other large gatherings have been cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout.</p> <ul style="list-style-type: none"> • Transitions/Hallways: As much as possible time in hallways will be restricted to scheduled time for each class. If a child needs to go to the bathroom during another cohort's time frame and comes into contact with a child from another cohort this will be recorded on both contract logs. Staff moving in hallways between classrooms to wear face coverings. <p>Personal Property: Each classroom will have a limit on what personal items can be brought into school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, lunch boxes, snack boxes, books, etc.). Personal items brought to school, must be labeled prior to entering school and not shared with other students.</p>

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>DSM will require appropriate physical distancing, stable cohorts, square footage, and cleaning requirements be maintained during arrival and dismissal procedures.</p> <p>Each classroom will be allocated its own entrance to the building. One World Center: Pika class will enter through the external door to the most east of the classroom, Otter class will enter through the main entrance, the Owl class will enter through the side gate and then their external classroom door. Bend River: Kestrel class will enter through the front door, Antelope class to enter through the side door at top of steps, Wolf class to enter through side gate and then directly into their class through their back door, Steelheads class to enter through side gate and then through back entrance door to school. Process for Wolf and Steelheads to use same gate to be scheduled.</p> <p>Children will let themselves out of their car and walk to appropriate entrance. A staff member will be at each entrance. If a child is symptomatic, they need to go straight to the isolation room, parent/guardian phoned, and child sent home.</p> <p>New start and finish times and drop off procedures will be communicated to parents before the start of school through email. Procedures will be communicated to keep drop off and pick up as brief as possible.</p> <p>DSM will require sign-in/sign-out to help facilitate contact tracing, however, per ODE rules, will eliminate shared pen and paper sign-in/sign-out sheets. Each office and classroom will maintain a daily list of persons who enter their school/classroom. Teachers must not allow students/staff to enter their room if their arrival will exceed room occupancy limits. Head teachers, assistants and Head of School will all be responsible for maintaining contract tracing logs. BLP working on system in Synergy. Students arriving late must also be screened for primary symptoms of concern.</p> <p>Hand Sanitizer provided at each entrance.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	Students will remain in their assigned cohort at the end of day until released by walkie talkie.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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.</p> <p>☒ 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.</p> <p>☒ 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.</p> <ul style="list-style-type: none"> Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> Seating: All classrooms have been measured for usable space. Furniture will be removed and/or exchanged for individual spaces to maintain as much distance as possible. Children will have assigned seating and will be given lessons on maintaining space, to the best of their ability. DSM to utilize outside space for as long as weather permits, to spread children out even more. Looking to rent outside tents and to use canopies. <p>Materials: Sharing of supplies will be restricted whenever possible. Individual supplies will be provided for children when possible, such as pencils, scissors, glue stick, ruler, eraser, and paper. More Montessori materials to be provided or materials to be made to lessen the amount of materials that need to be shared. Shared Montessori materials to be sanitized multiple times a day. Look into backpack sanitizer for large areas to be possibly used at the end of each day. Sports/outdoor equipment will be assigned to each class as much as possible. Shared outdoor equipment will be sanitized in between each cohort.</p> <ul style="list-style-type: none"> Hand Washing: Students will wash hands before each meal and frequently throughout the day, with soap and water for 20 seconds or use an alcohol-based sanitizer with 60-95% alcohol. Respiratory Etiquette: School staff will consistently teach and reinforce the need for ongoing respiratory etiquette. Tissues will be disposed of in a garbage can. Furniture: Where possible, all upholstered furniture and soft seating has been removed from the school building. Classroom Procedures: All K-6 classes will use an assigned cubby or storage spaces for individual student belongings. Shared restroom/hall passes will not be used. All shared spaces (e.g., computers, bathrooms, outdoor areas) will be cleaned between cohort use.

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 Ready Schools, Safe Learners 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. 	<p>Students will wash their hands at their allocated bathroom before and after going to outside or use hand sanitizer. After using the restroom soap must be made available.</p> <p>Sports/outdoor equipment will be assigned to each class as much as possible. Shared outdoor equipment will be sanitized in between each cohort.</p> <p>One class at a time will be scheduled outside for each area, for recess, PE and outdoor classes. When students line up to come back inside, they will be 6 feet apart. Spacing to be put on the ground to guide students.</p> <p>All playground structures will be disinfected daily and in between each cohort groups.</p> <p>Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc.</p> <p>Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.</p> <p>If staff eat in the kitchen, there may only be one staff member in there at a time.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ 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. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<p>All DSM students bring their own lunches to school from home. This will include snacks this year. Their lunch/snack boxes will be stored in their individually cubbies. Students will also bring their own drink bottles. Sharing of food will not be allowed.</p> <p>Students may remove their face coverings to eat or drink but must maintain 6 feet of distancing from others and must put face coverings back on after finishing their snack or lunch.</p> <p>Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms or offices when other people are present.</p> <p>Students will wash hands before and after eating, using soap and water for 20 seconds, or use an alcohol-based sanitizer with 60-95% alcohol.</p> <p>As per normal, students will eat their snack and lunch in the classroom, or in an outdoor space away from other cohorts.</p> <p>If any silverware or plates are required these will be appropriate washed in the school high temperature dish washer. All silverware is expected to come from home.</p> <p>Tables will be sanitized after lunch/snack breaks if used.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	Emergency supply of food kept in individual packets in case a student arrives at school without food and parent cannot come to drop off food or cannot provide it.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ 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). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings. 	<p>All children at DSM are driven to school and picked up by a parent/guardian. No bussing service is offered.</p> <p>For this school year after care will be run at both facilities, to reduce the mixing of students between sites. Therefore, no bussing will be required for this time of day either.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with 	<p>All frequently touched surfaces (playground equipment, door handles, sink handles, tables) and shared materials (Montessori materials, games, shared art supplies) will be cleaned between cohorts and at least three times a day.</p> <p>Staff will maintain clean and disinfected (CDC guidance) environments, including classrooms, restrooms, and playgrounds, at least daily or between use as much as possible.</p> <p>Staff will apply disinfectants safely and correctly following labeling direction as specified by the manufacturer and keep these products away from students.</p> <p>To reduce the risk of asthma, DSM should choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</p> <p><input checked="" type="checkbox"/> Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.</p> <p><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.</p> <p><input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</p> <p><input checked="" type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).</p> <p><input checked="" type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).</p>	<p>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 and advise staff NOT to bring in their own cleaners.</p> <p>DSM will work with the building managers to evaluate the HVAC systems to minimize indoor air circulation (thus maximizing fresh outdoor air) to the extent possible.</p> <p>Ventilation will be increased as much as possible, opening doors and windows where safe. DSM to look into the usefulness of air purifiers for classrooms that have less natural ventilation.</p> <p>Air purifier also to be in small offices with no natural ventilation. Both sites to be cleaned by contractor every day.</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</p> <p><input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p>	<p>Plan will be drafted in collaboration with our district nurse, district mental and behavioral health staff, school psychologist, DSM community members in the health field.</p> <p>DSM schools will provide age appropriate hand hygiene, physical distancing and respiratory etiquette educate to endorse prevention.</p> <p>DSM will adhere to OAR 581-022-2220 Health Services, which 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 healthcare needs.</p> <p>Staff will participate in required health services related training to maintain health services practices in the school setting.</p> <p>Staff will review 504 and IEP accommodations and IHP's to address vulnerable populations and have a plan for sustaining operations alongside COVID-19 specific planning (i.e., medication administration, diabetic care.)</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the 	<p>No boarding facilities or residential programs offered at DSM.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</p> <ul style="list-style-type: none"> • 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>☒ Review and take into consideration CDC guidance for shared or congregate housing:</p> <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p>☒ Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p>☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p>☒ Drills should not be practiced unless they can be practiced correctly.</p> <p>☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p>☒ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to</p>	<p>DSM will continue the practice of monthly fire drills at both Bend River site and One World Center site. Once we are back to hybrid learning these will need to be scheduled twice a month, so all children have a chance to participate.</p> <p>Earthquake drills and Lockdown drills will be scheduled twice a year for all children.</p> <p>DSM will aim to maintain 6 feet social distancing during these drills. DSM fire drills take 10 minutes on average, so this will fall under the 15-minute total time allowed if social distancing must be compromised.</p> <p>Drills will follow previous policy, adding in the social distancing aspect. Students will also need to wash hands for 20 seconds or use 60-95% alcohol-based sanitizer after the drills are complete.</p> <p>Staff are trained on safety drills in their start of year orientation day.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p>☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</p> <p>☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p>☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p>☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p> <p>☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p>☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</p> <p>☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. 	<p>The DSM will continue to use Collaborative Problem Solving training to help build and train children with lagging skills. DSM staff will continue to have contact with CPS trainers to address specific needs of children in their class and to make plans to reduce triggers.</p> <p>DSM will continue to have set schedules for children to help with stability and to avoid behavioral evaluations as much as possible.</p> <p>DSM will continue to work on behavior plans for children who have trouble with transitions and regulation skills. This may include children having sensory breaks outside of the classroom, using sensory tools, brain breaks, movement breaks, and participating in social skills lessons. Social distancing will be included in these plans, to the maximum extent possible. Children will wash their hands for 20 seconds with soap or use 65-90% alcohol-based sanitizer before re-entering the classroom.</p> <p>DSM staff need to participate in a CPI refresher when it becomes available through the BLP district. New staff to be trained in CPI.</p> <p>Staff will run through public health and safety responses due to COVID-19, in different scenarios on their orientation day. DSM will write plans to help support staff and children during escalations.</p> <p>DSM staff will discuss with children and model strategies to reduce distress, which can include:</p> <ul style="list-style-type: none"> ■ Being prepared (e.g., developing a personal/family preparedness plan for the outbreak). ■ Taking everyday preventive measures (e.g., frequent handwashing). ■ Maintaining a healthy diet and exercise regimen. ■ Talking to loved ones about worries and concerns. ■ Engaging in hobbies and activities you enjoy to improve your mood ■ Learning one’s own preferred regulation/calming activities and how to request access to these when needed, i.e., rocking, drawing, listening to music, breathing techniques.

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



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Review the “Planning for COVID-19 Scenarios in Schools” toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. 	<p>In the event that there is a single positive case or a cluster of cases of COVID-19, DSM will partner with the DCHS, who will work on ongoing COVID-19 mitigation efforts.</p> <p>See Communication Protocol</p> <p>DSM will coordinate with DCHS administrators, or their designees, (see Communicable Disease Plan or section 1a of this document) to establish real-time communication channels related to current transmission level.</p> <p>DSM will:</p> <ul style="list-style-type: none"> - Follow school board policy for Communicable Disease. - Coordinate communication with the local health authority and communicate with approved language to stakeholders. - If the region impacted is in Deschutes County, the local

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>health authority will provide school-centered guidance and direction for DSM.</p> <ul style="list-style-type: none"> - DSM's baseline outbreak rate is if 2% or greater confirmed cases are present within a one-week period. - Work with local health authority to establish timely communication with staff and families. - DSM will follow the established plan from the local health authority concerning reportable cases. - Assess technology resources and plan for rapid deployment. - When new cases are identified in the school setting, and the incidence is low, the local health authority will provide a direct report to the Head of School, on the diagnosed case(s). Likewise, the local health authority will impose restrictions on contacts. - Assess levels of supplies that will be needed in case of an outbreak. - Check insurance coverage for contingencies such as school closures and high employee absenteeism. - Explore the contract implications for mass and extended individual employee absences, and instruction during school closings: <ul style="list-style-type: none"> o Plan for substitutes for all positions o Address any needed sick leave exceptions or waivers. o Consider emergency sick leave pools. <p>Coordinate with health insurance carriers regarding any anticipated challenges with the widespread use of health insurance benefits.</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students. 	<p>In the event of an outbreak, DSM will:</p> <ul style="list-style-type: none"> - Coordinate with the local health authority for any outbreak response. See flowchart for what do in a variety of scenarios. <p>If anyone who has been on site is known to have been diagnosed with COVID-19, DSM will report the case to and consult with the local health authority regarding cleaning and possible classroom or program closure.</p> <ul style="list-style-type: none"> - DSM will report to the local health authority any cluster of illness (2 or more people with similar illness) among staff or students. - When cases are identified in the local region, a response team should be assembled at DSM and responsibilities assigned. - DSM will modify, postpone, or cancel large school events as coordinated with the local health authority. - If one or more sites or cohorts are closed, the Short-Term Distance Learning or Comprehensive Distance Learning models will be implemented for all staff/students.

OHA/ODE Requirements**Hybrid/Onsite Plan**

DSM will share and implement precautionary measures called for by your state and local health departments and communicate them to staff, students, and families. The CDC recommends the following:

- Avoid close contact with people who are sick.
- Avoid touching your eyes, nose, and mouth.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.
- Follow the CDC's recommendations for using a facemask (people with symptoms and health workers).
- Remind all to wash hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60 percent alcohol. Always wash hands with soap and water if hands are visibly dirty.

DSM leadership will prepare for possible increased number of employee absences due to illness in employees and their family members, and for dismissals of programs due to high levels of absenteeism or illness.

DSM will review current policies and procedures that may come into play, such as:

- student and employee absences due to illness
- school closures based on public health concerns,
- emergency management plans, and
- non-discrimination policies.

DSM will emphasize the need to remain vigilant against stigma due to perceived race, national origin, or recent travel. Foster a supportive environment free from rumors or associations of a virus with a specific population.

DSM will prepare materials including symptoms lists, student absence protocols, emergency response team communications plans, communications procedures with parents in the event of school closures, and the like.

Working with local health authority, DSM will determine when school closures are indicated based on a set percentage of staff and student absenteeism as recommended by local and state public health authorities.

- Establish virtual education options for students if available for extended school closures.
- Address how staff will be informed about expectations for student home-based academic work.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> • Coordinate with the state educational agency about the possibility of school closings. How will attendance days and/ or virtual class time be counted? • Explore deploying visiting teachers to monitor or ensure education remains on track in case of school closings; recruit parents to assist in the delivery of educational services to their children. • Address how the school can provide information and support to families in need of childcare when schools are closed. • Determine under what conditions schools will re-open. <p>Identify state and federal emergency relief, grants, and funding flexibility available to address unexpected needs.</p> <p>Coordinate with local health authorities about expectations to utilize school facilities for emergency services.</p> <p>Obtain any needed equipment and supplies.</p> <p>Clear communication for staff and families is critical for potential quarantine expectations related to school closures. Work with public health officials for effective communication strategies.</p> <p>Seek federal and state grants and other assistance to help recovery efforts.</p> <p>After implementing the plan to re-open DSM will:</p> <ul style="list-style-type: none"> • Address any requirement to make up missed schooldays. • Provide counseling to students as appropriate and involve community partners; and • Update the emergency plan as needed.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<p>Distance learning and in-person learning will be planned in collaborative teams, allowing for students (and the school community) to move between an in-person and distance learning model.</p> <p>In the event of cohort, cohorts, site or school closure, quarantined students and staff will participate in distance learning temporarily.</p> <p>DSM will consult with DCHS for guidance on cleaning, sanitizing, and disinfecting classrooms and/or school site.</p> <p>DSM will follow DCHS guidance regarding the return of students and staff for on-site instruction.</p>



ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

This section does not apply to private schools.

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

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

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



4. Equity



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

If a district/school cannot meet the requirements from the sections above, provide a plan and timeline to meet the requirement.

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>