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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020 (Version 3.7.4)

Under ODE's **Ready Schools, Safe Learners** guidance, each school[1] has been directed to submit a plan to the district[2] in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the **_Ready Schools, Safe Learners_ guidance** document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,[3] parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	North Clackamas Christian School (NCCS)
Key Contact Person for this Plan	Sherri James, Superintendent/Principal
Phone Number of this Person	503-655-5961
Email Address of this Person	sherri_james@ncchristianschool.com
Sectors and position titles of those who informed the plan	Sherri James, Superintendent/Principal Emily Clark, Business Office Manager & Parent McKenzie Falotico, School Office Manager Theresa Horak, Elementary Teacher Rebekah Hardy, Secondary Teacher & Parent Becky Steele, K-12 Music/Art Teacher & Parent Kristine Anderson, Secondary Teacher & Parent Matt Hixon, Board Chair & Parent Erika Porter, Board Treasurer & Parent Dr. Paul Brennan, Medical Professional & Parent Dr. Olesya Salathe, Medical Professional & Parent Dr. Jeff Young, Medical Professional & Parent

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[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

Local public health office(s) or officers(s)	Clackamas County Public Health 2051 Kaen Road Suite 367 Oregon City, OR 97045 (#503-742-5300) **Kirsten Ingersoll,** Public Health Emergency Preparedness Coordinator, Clackamas County Public Health Division Cell # (503) 519-4187
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	McKenzie Falotico
Intended Effective Dates for this Plan	August 2020-June 2021
ESD Region	Clackamas ESD 13455 SE 97th Avenue Clackamas, OR 97015 503.675.4000 503.675.4200 (fax)

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

> 1. Established a school Operational Blueprint Consultation Team (June 2020).
> 2. Communication regarding the plan included: School (online) newsletters, emails, text messages, social media, surveys, recorded video messaging, and video conference opportunities with the team and school parents.
> 3. Multiple team meetings with an agenda to address developing the plan to meet the Aug. 17 deadline.

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) 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.

North Clackamas Christian School does not select the Comprehensive Distance Learning model. However, due to the directive from the State of Oregon as a response to COVID-19 public health emergency orders, the school finds itself in a place of being left with this model for the time frame set by the state. Once Clackamas County meets the metrics allowing for the on-site model, NCCS will be open on campus for full day, everyday, instruction (according to the stated "on-site" Blueprint plan). Recognizing that the K-3 grades will be allowed to enter campus sooner, given the State metric requirements, those students will transition back to the campus prior to the upper grades.

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

Not required for private schools.

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.

The school will move into On-Site Learning at the point in which the County and State metrics are met for in person learning.

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).

x 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

x Implement measures to limit the spread of COVID-19 within the school setting.
x Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.
x Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.
x 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.
x 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.
x Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.
x Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
x Process to report to the LPHA any cluster of any illness among staff or students.
x Protocol to cooperate with the LPHA recommendations.
x Provide all logs and information to the LPHA in a timely manner.
x Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).
x Protocol to isolate any ill or exposed persons from physical contact with others.
x Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).
x Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.
    ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.
    ● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
x Required components of individual daily student/cohort logs include:
    ● 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
x Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
x 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
	1. See the North Clackamas Christian School COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19, which addresses the items in the Operational Blueprint.
	2. Designated Site Prevention and Response Person: McKenzie Falotico. This person, who is also the office manager, will establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. This employee has a college degree in Community Public Health and Communication, and works full time at the school.
	3. The school has met with, and communicates as needed, with Kirsten Ingersoll, Public Health Emergency Preparedness Coordinator, Clackamas County Public Health Division. This contact will serve as the point of contact to report any cluster of illness at the school. The school will cooperate with LPHA on recommendations and provide logs and information in a timely manner when requested.
	4. Dr. Jeff Young, Dr. Paul Brennan, Dr. Olesya Salathe, are parents of students at the school and local medical professionals. These individuals served on the committee to inform the plan and are available to provide ongoing support. McKenzie Falotico, office manager, will also provide ongoing support to the plan.
	5. The school will have parents screen their own child, each day at home, for symptoms (as provided by OHA), prior to arrival at school. Upon entry to the school, teachers will visually screen students for symptoms. Throughout the day, staff will continue to monitor for symptoms of students. Any concerns will be immediately directed to the school office.
	6. Communication regarding potential COVID-19 cases within the school community, will be done in council with the LPHA, and be done using the school's email and phone message system.
	7. During Faculty and Staff Inservice, training sessions will be required for all school employees. Employees will be provided with a copy of the Blueprint. Initial, and year-long training in health-related topics will be delivered in partnership with Safe Schools (online).
	8. A system for maintaining daily logs for each student/cohort will be accomplished through RenWeb, the Student Information System (SIS) used at the school. Information in this system is able to be provided by individual students and cohorts, at any given time, and maintained throughout the school year.
	9. Daily systematic disinfection of classrooms, offices, bathrooms, and activity areas, will occur in partnership with professional cleaning services. Additionally, throughout the school day, school staff will clean high touch surfaces in these areas.
	10. In the event of an outbreak within the school (including staff, student), in coordination and with leadership provided by the LPHA, the school will complete a deep cleaning of the school. This will be a short term closure to disinfect the school and address the matter as necessary. The number of days (3-14 days) to be closed will be determined by the dynamics of the situation.

history of their time in each school building and who they were in contact with at each site.	
x 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.	
x Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan

x Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.
 	
Medically Fragile, Complex and Nursing-Dependent Student Requirements
 	
x All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](ORS 336.201)) defines three levels of severity related to required nursing services:
  1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
  2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
  3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
 	
x Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
  ● Communicate with parents and health care providers to determine return to school status and current needs of the student.
  ● Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
  ● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
  ● The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
  ● Service provision should consider health and safety as well as legal standards.
  ● Appropriate medical-grade personal protective equipment (PPE) should be made available to <u>nurses and other health providers</u>.
  ● Work with an interdisciplinary team to meet requirements of ADA and FAPE.
  ● High-risk individuals may meet criteria for exclusion during a local health crisis.
  ● Refer to updated state and national guidance and resources such as:
    ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
    ○ ODE guidance updates for Special Education. Example from March 11, 2020.
    ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
    ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.
	1. Parents of students who are high-risk will have an option for their student to attend school in a manner that provides the greatest benefit to the student, whether on-site, in a hybrid format, or within the school's Comprehensive Distance Learning program. The school will provide a Comprehensive Distance Learning opportunity to any student who is not able to attend school on site, at any point in the school year.
	2. The school has evaluated the records of all students to identify those that are Medically Complex and Medically Fragile. Those students have been added to a list for reference and consideration for this plan. There are no Nursing-Dependent cases at the school.
	3. The school does not employ a nurse. Office personnel does complete annual training for health related matters. The school works closely with parents to address the individual medical needs of its students.
	4. The Principal will serve as the person responsible for health related communications with parents, OHA, LPHA, and health care providers. The Principal will be assisted by the Office Manger in these matters.

OHA/ODE Requirements	Hybrid/Onsite Plan

x 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.
 	
x Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
 	
x 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.
 	
x 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).
 	
x Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
 	
x Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.
	1. All rooms in the school have been measured and class size (rounded up) has been adjusted to follow the 35 sq ft per person. See below for: Building#; Rm# @ SqFt = #people
	Building 1
	   ● Rm 104 @ 771=22
	   ● Rm 106 @ 635=18
	   ● Rm 107 @ 925=26
	   ● Rm 108 @ 863=25
	   ● Rm 109 @ 713=20
	Building 2
	   ● Rm 210 @ 720=21
	   ● Rm 211 @ 740=21
	   ● Rm 212 @ 791=22
	   ● Rm 213 @ 727=21
	   ● Conf Room @ 237=7
	   ● Gym @ 9095=260
	Building 3
	   ● Rm 300 @ 880=25
	Building 4
	   ● Rm 400 @ 723=21
	   ● Rm 402 @ 723=21
	   ● Rm 403 @ 723=21
	   ● Rm 404 @ 390=11
	   ● Rm 405 @ 723=21
	Building 5
	   ● Library @ 1313=38
	
	2. Classrooms have been cleared of nonessential contents in order to allow for maximum space for students and a teacher.
	3. Office Manager will provide instruction and resources to students who need support in following the established health guidelines.
	4. All students will attend school on-site (if able), 5 days a week, full days.
	   ● The daily schedules for all grades have been designed to limit the number of cohorts that would be in the halls at the same time, as well as limiting the number of times cohorts are scheduled to switch classes.
	   ● Secondary students will be on a traditional A/B block schedule, attending 4 class periods each day with their stable cohort. These classes may be in the same or different classrooms each period.
	   ● Elementary students will remain in the stable cohort, with scheduled class/cohort recess breaks, lunch, and speciality classes (PE, music, art, library).
	5. To minimize standing in lines and the number of students in the building at the same time, the schedule and protocol will include using three points of entry and exit to the campus buildings, including implementing varied start and end times.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
x 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. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. x Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational	1. The school limits enrollment based on the availability of space in classrooms following the 35 square feet per person. The school has one class per grade level. This creates a very stable cohort for all students in all grades. 2. Cohorts will be maintained through grade level classes or stable cohort classes at the secondary and elementary level. 3. Attendance records will be used as a daily log for any necessary contract tracing.

week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.	4. Secondary students are assigned to use designated restrooms in one building, while elementary use restrooms in another.
x Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the **Ready Schools, Safe Learners** guidance).	5. Restrooms will be cleaned multiple times throughout the day, and a thorough cleaning will be done at the end of each day.
x Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	6. Desks, door handles, and other surfaces will be sanitized in between cohort groups. This will be done by teachers and janitorial staff.
x Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	7. Students and staff will be expected to wash/sanitize their hands in between interaction with different stable cohorts.
x 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.	
x Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
x 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.	1. All families at the school communicate and read in English. No other languages need to be used in communications.
x Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.	2. Staff meets weekly to ensure constant communication regarding instruction, students and protocols.
● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	3. Principal sends a newsletter to the entire school community to keep all informed of events, concerns and protocols regarding health.
x 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.	4. Administration utilizes a program that sends instantaneous text messages to the entire school community with relevant news and concerns when needed. Communication with students, families, and staff, regarding diagnosed cases and close contact with confirmed individual cases, will be done in coordination with the LPHA.
x Provide all information in languages and formats accessible to the school community.	5. Letters and handbooks developed at the school will be shared, and will include information explaining infection control measures that are being implemented to prevent the spread of disease.
	6. The school will use resources provided by ODE to provide guidance, communication and resources, in the event of exposure or new cases of the virus in the school.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
x 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:	1. Students will be screened upon initial entry to the classroom each day, by the teacher.
● Primary symptoms of concern: cough, fever (temperature greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.	● Parents will complete a health screening at home every day prior to school attendance, following guidance provided by the school (and OHA).
● 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.	● A visual screen will be done initially upon entry to the school and throughout the day, by the teachers.
● 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.	2. Students, employees, and visitors will be required to wash hands or use the provided sanitizer, upon entering every classroom, office, and gathering space.
● Emergency signs that require immediate medical attention:	3. Students, employees, and visitors will be held to the health protocol outlined in the NCCS Communicable Disease Plan for COVID-19.
o Trouble breathing	4. Parents will be expected to use the carpool process for drop off and pick up.
o Persistent pain or pressure in the chest	5. When dropping a student off at school after school begins, the parent will take the student to the main door. Office staff will receive the student at that point and attend to the student for entry and then into the class.
o New confusion or inability to awaken	6. When a student is leaving prior to school dismissal time, the student must check out at the office to await the parent. The

- o Bluish lips or face (lighter skin); greyish lips or face (darker skin) - o Other severe symptoms x 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. ● 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. x 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."* x 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. x 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.	parent shall stay in their car and office staff will take the student to the parent outside the school. 7. The Office Manager and Principal will work in coordination with LPHA in matters pertaining to students and staff who will be restricted from school when exposed or diagnosed with COVID-19.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
x Restrict non-essential visitors/volunteers. ● 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. x Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools."* x Visitors/volunteers must wash or sanitize their hands upon entry and exit. x Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	1. Non-essential visitors will not be allowed. 2. Permitted volunteers/visitors will be required to register at the main office of the school. They will need to complete a visual screening, affirm health standards, and have their temperature taken by office staff before being allowed on campus. Any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days will be restricted from being at the school. 3. Volunteers/visitors will be required to wear a mask. 4. Sanitizer will be provided and application required upon entry and exit to the school campus. 5. Volunteers/visitors will not be allowed in a classroom or other school space that is at maximum capacity. 6. Volunteers/visitors may be limited to time and space allowed while on campus.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
x 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. x Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. x If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: ● 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;" - o Students should not be left alone or unsupervised; - o 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;	1. Face coverings or face shields will be worn by all adults and students at the school when within the same room or work space as another person. The school will remain in compliance with this state requirement for schools, so long as it is mandated (at minimum). 2. The front office will have a plastic barrier installed in the greeting area for the school entry. No person who is not an office employee should pass through the office at any time, without prior approval from office staff. 3. The front office staff will have an ample supply of disposable masks for staff, students, volunteers/visitors, and for treating an ill person. 4. The front office will have an ample supply of latex gloves for cleaning purposes and treating ill individuals. PPE is provided for those performing such duties. 5. Any employee or student that requires an accommodation regarding face coverings according to ADA regulations, will be provided with reasonable options for the situation.

- 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.

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

Protections under the ADA or IDEA

x If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
- Offering different types of face coverings and face shields that may meet the needs of the student.
- Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
- Additional instructional supports to effectively wear a face covering;

x 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.

x Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:

  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
  2. Placement determinations cannot be made due solely to the inability to wear a face covering.
  3. Plans should include updates to accommodations and modifications to support students.
- Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:

  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
  2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
     o 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,
     o 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.

x 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.

x 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.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
x 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. x 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. ● 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. x 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. ● 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. x Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. x 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." x 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). x Record and monitor the students and staff being isolated or sent home for the LPHA review.	1. A designated isolation area in the school for sick individuals will be in the main office, in an area known as the Wellness Area. Office staff will secure the space, restricting access to others while the ill person is under evaluation, awaiting departure, and for cleaning the area. 2. A report form will be completed by office personnel for Individuals who are evaluated for COVID-19 symptoms. This form will be kept on record for reference at any time by the school, student's parent, or LPHA. 3. In the event that an ill person is being treated in the main office, there will be signage placed on the door to the office, indicating that the office is not accessible to those who are well. The office staff will provide services outside the office, in the front lobby, as needed by other students, staff, or visitors. 4. The sick individual will wear a mask and remain in the designated area until leaving the school campus. 5. Office personnel will use the established system to alert a student's parent to immediately come to the school to pick up their child. If staff, they will either transport themself home if able, or alternate arrangements will be made. 6. The office personnel treating the ill person will use the designated and provided masks and gloves. When the ill person has left the school, these items will be thrown away in a secure trash container. Personnel will wash their hands with soap and water and disinfect the room, prior to opening the area to any other individuals for access. 7. See the school's Communicable Disease Plan to address these procedures.

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
n/a Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. n/a The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: ● 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. n/a 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. X When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. x Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. x 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. n/a 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.	1. Students maintain enrollment status, while attending classes on site or via the Comprehensive Distance Learning program. 2. The private school is not held to the same rules or reporting as public schools. Therefore, this section has little to report.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
x 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). x 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).	1. NCCS shall continue to use the daily attendance policy for on-site students already established. 2. For those that attend remotely, communication with the teacher will be required via phone, video meeting, or email.

n/a 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. n/a 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. x 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.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
x Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). x Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	1. All Chromebooks (and chargers) are cataloged through the school library system for checkout, either by staff or students. 2. Liability forms will be signed by a parent for any technology resources that are signed out to students for use off campus. 3. Chromebooks will be cleaned by staff prior to distribution to students or staff, using designated cleaning supplies and procedures.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
x **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. x **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. x **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. x **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. x **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.	1. **Handwashing:** Students within each cohort shall be encouraged to wash their hands using the sinks within their classroom at scheduled intervals during the day, if sinks are not present hand sanitizer shall be offered. For upper class cohorts, handwashing shall be required upon entering each new classroom utilizing classroom sinks, or hand sanitizing when sinks are not available. 2. **Equipment:** Individualized equipment shall be provided when possible. For equipment that must be shared, sanitizing equipment between each student's use shall be enforced. 3. **Events:** Events will be cancelled, modified, or postponed, based on current requirements and options. The Principal will approve all events based on these requirements and options that are in the best interest of public health. 4. **Transitions/Hallways:** Hallway traffic direction marked to show travel flow. Schedules are created to minimize the volume within the hallways. Classes line-up in the gym, outside walkways, or designated areas, keeping six feet between individuals. Line up areas are to be marked with physical cues to indicate adequate distance. 5. **Restrooms**: Each cohort will have designated restroom schedules alleviating waiting and large groups. The restrooms will be cleaned multiple times throughout the day. 6. **Personal Property**: Student personal items will be limited. Any items brought from home by students will be kept separate from other students' personal belongings. A supply list will be provided with allowable items (e.g., refillable water bottles, school supplies, earbuds, Bibles, cell phones, books, instruments, etc). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan

x Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
x Create schedule(s) and communicate staggered arrival and/or dismissal times.
x 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).
x 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.
   ● 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.
 	
x 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.
	1. Parents or guests will not be permitted to enter the school buildings either prior to school beginning or at the end of the school day, without completing the screening process in the main office.
	2. Parents will be expected to use the carpool process for drop off and pick up. At drop off, parents will make sure their students go to the designated entry gate. At dismissal, they will wait in their car or outside the building for their child.
	3. When dropping a student off at school after school begins, the parent will take the student to the main door. Office staff will receive the student at that point and attend to the student for entry and then into the class.
	4. When a student is leaving prior to school dismissal time, the student must check out at the office to await the parent. The parent shall stay in their car and office staff will take the student to the parent outside the school.
	5. Hand sanitation stations are located at all entry points.
	6. To minimize standing in lines and the number of students in the building at the same time, the beginning of the day and dismissal schedule has been strategically planned.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
x **Seating:** Rearrange student desks and other seat spaces *s*o 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. x **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. x **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. ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	1. **Seating:** Students shall be assigned to designated seats/desks that are at least six feet apart. 2. **Materials:** Individualized materials shall be provided when possible. For material that must be shared, sanitizing between each student's use shall be enforced. 3. **Handwashing:** Students within each cohort shall wash their hands using the sinks within their classroom at scheduled intervals during the day. If sinks are not convenient, hand sanitizer shall be used. For upper class cohorts, handwashing shall be required upon entering each new classroom utilizing a classroom sink, or hand sanitizer when sinks are not available. Hand sanitizer dispensers are installed in every classroom and point of entry where students and staff occupy.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
x 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](#)). x After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. x 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. x 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.](#) x Cleaning requirements must be maintained (see section 2j of the **Ready Schools, Safe Learners** guidance). x Maintain physical distancing requirements, stable cohorts, and square footage requirements. x Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	1. The playground/ fields are fully fenced off and locked to support keeping them closed to the general public unil permitted by OHA. There is signage that prohibits trespassers on the private property owned by the school. 2. Students will use hand sanitizer before and after using playground equipment. 3. Elementary cohorts will be assigned separate times for use of the playground/field, in order to limit contact with other cohorts. Each cohort is between 10-25 students. 4. The Playground Supervisor will be responsible for disinfecting the playground equipment. 5. Students will be taught the expectations for physical distancing while on the playground. Activities that promote this effort will be included in recess instructions. 6. Staff workroom and breakroom will be limited to the number of people allowed and following guidelines.

x Design recess activities that allow for physical distancing and maintenance of stable cohorts.	
x Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	
x Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
x Include meal services/nutrition staff in planning for school reentry. x Prohibit self-service buffet-style meals. x Prohibit sharing of food and drinks among students and/or staff. x 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. x 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). x 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. x Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). x Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. x Adequate cleaning and disinfection of tables between meal periods. x 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.	1. The school does not have a cafeteria. Students eat lunch in a classroom for their stable cohort. Lunch is the only meal eaten during the school day. 2. Students and staff bring their own meal items. 3. Students and staff will use the sink in the classroom to wash their hands before and after eating, or use the hand sanitizer provided in the classroom. Those where a sink is not available in the classroom, will use the sinks in the designated restroom. 4. Each classroom will have an ample supply of sanitizing wipes, spray cleaner and paper towels, to clean surfaces after lunch.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan

x Include transportation departments (and associated contracted providers, if used) in planning for return to service.
x 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).
x 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.
    ● 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.
        o 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.
        o 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.
        o If transporting for dismissal and the student displays an onset of symptoms, notify the school.
x 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.
	1. The school does not provide daily bus transportation, as it is a commuter school with parent provided transportation.
	2. If school sports are permitted/scheduled, the school will use its own busses for transporting students.
	3. Drivers and passengers will be required to wear a face covering.
	4. Drivers will conduct a visual screening of all passengers upon loading the bus for transporting to activity. If a passenger presents symptoms, they will be directed to the office for immediate attention.

x Drivers wear face shields or face coverings when not actively driving and operating the bus.	
x 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).	
x Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.	

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
x 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. x Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. x Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. x To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. x 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. x 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. x Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. x 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). x 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).	1. Faculty, staff, and on-site janitorial personnel shall ensure touched surfaces are sanitized throughout the day. These adults will be instructed on following safety and accurate procedures for cleaning. 2. The school has HEPA air purifiers for each classroom and work space (including the front office). 3. Windows and doors will be opened regularly, weather permitting, to allow for fresh air flow throughout the day. 4. Teachers will be encouraged to use outdoor spaces during class time. 5. The school employs a custodial service for daily cleaning and disinfecting of restrooms, classrooms, hallways, and offices. 6. At the end of each day, classrooms and offices will be treated with a fogging application of an EPA approved disinfectant (Hypochlorous Acid). 7. Sanitizing supplies are kept in a janitorial supply room, as well as in classrooms and the main office, not accessible to students.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
x 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. x Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health	1. There is a Wellness Area in the main office to provide a space to assess and care for students or staff needing attention. 2. The Operational Blueprint Team includes 3 licensed medical professionals. 3. The office staff (and all teachers) are required to complete extensive health related training annually through Safe Schools (online provider).

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).

OHA/ODE Requirements	Hybrid/Onsite Plan
n/a Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: ● Contact tracing ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. ● Quarantine of exposed staff or students ● Isolation of infected staff or students ● Communication and designation of where the "household" or "family unit" applies to your residents and staff n/a Review and take into consideration CDC guidance for shared or congregate housing: ● 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.	This section does not apply to North Clackamas Christian School.

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
x 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. ● 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. x Drills can and should be carried out as close as possible 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. x When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. x Drills should not be practiced unless they can be practiced correctly. x Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.	1. Monthly fire drills, as well as other emergency drills, are scheduled and managed to meet requirements. 2. Annual training with staff takes place at the school for drills and emergencies. 3. Hand sanitizer will be provided and used following drills.

OHA/ODE Requirements	Hybrid/Onsite Plan
x If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). x Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan

x 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.
 	
x Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
 	
x 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.
 	
x 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.
 	
x Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
 	
x 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.
 	
x Plan for the impact of behavior mitigation strategies on public health and safety requirements:
● Student elopes from area
 	
   ○ If staff need to intervene for student safety, staff should:
     ● 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.
 	
   ○ If students leave the classroom:
     ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
     ● Ensure physical distancing and separation occur, to the maximum extent possible.
     ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
     ● Wash hands after a close interaction.
     ● Note the interaction on the appropriate contact log.
 	
   ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
● Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical
	The school does not serve students with such significant social, emotional, and physical needs, as outlined in this section. In the event that a student does need such support, the student's parent will be contacted to provide the support necessary for that child. School staff will manage the situation in the interim. Appropriate PPE will be used by staff in such cases.

de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).

- o If staff need to intervene for student safety, staff should:
    - Maintain student dignity throughout and following the incident.
    - Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
    - Use the least restrictive interventions possible to maintain physical safety for the student and staff
    - Wash hands after a close interaction.
    - Note the interaction on the appropriate contact log.

- o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.

X Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

Protective Physical Intervention

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

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
x Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. x Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	1. LPHA Contact to coordinate with school: Kirsten Ingersoll Public Health Emergency Preparedness Coordinator Clackamas County Public Health Division, Public Services Building 2051 Kaen Rd. Oregon City, OR 97045 Cell # (503) 519-4187 2. The school Communicable Disease Plan addresses prevention and planning. 3. The school has reviewed and will use the "Planning" toolkit provided by ODE.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
x Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. x Ensure continuous services and implement Comprehensive Distance Learning. n/a Continue to provide meals for students.	1. The school will work in coordination with the LPHA, in the case of an outbreak, exposure, communications, protocols for cleaning, and any other necessary measures to address the issues related to COVID-19. 2. The school has reviewed and will use the "Planning" toolkit provided by ODE. 3. The school will initiate its remote learning plan to support learners when necessary, due to a short-term or long-term campus closure related to health concerns.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
x Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. x 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. x 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.	1. Cleaning will be scheduled on a daily basis, and more intense cleaning will occur in the case of an outbreak, prior to the school reopening. 2. The school will refer to the "Planning" toolkit for recommendations when bringing students back into On-Site instruction.