



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> 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	Childsworld Learning Center (CLC)
Key Contact Person for this Plan	Crystal Gwyn
Phone Number of this Person	503-209-3062
Email Address of this Person	<a href="mailto:crystalg@childsworld.org">crystalg@childsworld.org</a>
Sectors and position titles of those who informed the plan	Crystal Gwyn- Exec. Director Mary Beth Kierstead- Education Director Candice Arditi- Assistant Director/Licensing
Local public health office(s) or officer(s)	Multnomah County Health Department
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Crystal Gwyn, Executive Director
Intended Effective Dates for this Plan	September 1, 2020 – June 11, 2021
ESD Region	Not Applicable, private school (MESD)

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.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

1.

Providing affordable, high quality childcare is at the heart of our operation. Our school conducted surveys in order to assess needs and identify to those in our community with the most acute needs. Based on this information, our school is dedicated to providing in-person childcare for the following sectors:

1. Essential workers
2. Children with special needs
3. Single parent homes
4. Families in need of tuition support

CLC has conducted multiple surveys, a Town Hall meeting, questionnaires for parents and staff. Several Board of Directors meetings have been dedicated to formulating a safe and effective on-campus experience for Pre-K through Second grade for 2020-21.

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.

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

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

*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"> <li>☒ Implement measures to limit the spread of COVID-19 within the school setting.</li> <li>☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li>☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li>☒ 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.</li> <li>☒ Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li>☒ Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li>☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li>☒ Process to report to the LPHA any cluster of any illness among staff or students.</li> <li>☒ Protocol to cooperate with the LPHA recommendations.</li> <li>☒ Provide all logs and information to the LPHA in a timely manner.</li> <li>☒ Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li>☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ 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 <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>.               <ul style="list-style-type: none"> <li>• 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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li>☒ Required components of individual daily student/cohort logs include:               <ul style="list-style-type: none"> <li>• Child's name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li>☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> </ul>	<p>Childsworld Learning Center (CLC) will implement all required measures to limit the spread of COVID-19 within the school setting. CLC will, whenever possible, go above and beyond the required measures. For example, CLC will require touchless thermometer temperature checks of staff and students upon entry each day.</p> <p>CLC has developed a Communicable Disease Management Plan (CDMP) to specifically address the prevention of the spread of COVID-19. CLC has designated Executive Director Crystal Gwyn and Assistant Director Candice Ardit to establish, implement, oversee, and enforce physical distancing requirements with students and staff, consistent with this guidance and other guidance from the Oregon Health Authority (OHA).</p> <p>CLC has obtained support in developing this Operational Blueprint from the ODE and OHA's Ready Schools, Safe Learners Guidance for School Year 2020-21. CLC is also following the State's Stay Home, Save Lives order and national CDC guidelines, as applicable. CLC was deemed an Emergency Childcare Center by ODE's Division of Early Learning for camp this summer. Childsworld Summer Camp tested safety protocols and procedures with three cohorts for seven weeks this summer without a single case of COVID-19 or exclusion for symptoms. CLC will add to the Summer Staff Safety and Hygiene Manual based on this eight-week camp experience.</p> <p>CLC will develop procedures to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. We have scheduled all-staff professional development sessions on August 31-September 2, 2020 to prepare staff for safe reentry and to learn all new protocols for physical distancing and hygiene. This training will include distancing protocols, hand washing, temperature taking, keeping logs for contact tracing, separation of cohorts, cleaning surfaces, communications (walkie-talkie use) and safe use of face masks and face shields. Any new staff during the year will be trained in the same protocols.</p> <p>Assistant Director Candice Ardit will notify the Multnomah County Health Department immediately of any confirmed COVID19 cases among students or staff. Executive Director Crystal Gwyn and Education Director Mary Beth Kierstead will provide backup for this role.</p> <p>CLC has a plan for systematic disinfection of classrooms, offices, bathrooms and all other areas, during both the school day and overnight with a professional janitorial service, as well as onsite staff.</p> <p>CLC will keep daily classroom student and staff logs and fully cooperate with the Multnomah County Health Department's recommendations, providing all logs and information in a timely manner, when requested.</p> <p>CLC protocol for screening students and staff for symptoms is described in detail in section 1f below. CLC will immediately isolate</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. <input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. <input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).	<p>any ill or exposed persons from physical contact with others. The protocol to isolate any ill or exposed persons from physical contact with others is described in detail below.</p> <p>CLC has only one location with permanent staff. Any outside student support professionals will follow the same protocols as CLC staff. A calendar/sign-in sheet will be kept with a running four-week history of their time in our building and who they were in contact with while on campus.</p>

### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements <input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law ( <a href="#">ORS 336.201</a> ) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• 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.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• 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.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> </ul>	<p>CLC serves students in high-risk populations including students who have learning differences. CLC also serves many students from low to moderate-income families and diverse backgrounds. We will continue to serve students in high-risk populations whether learning is happening On-Site or through Distance Learning.</p> <p>CLC currently does not have any students enrolled who meet the definition of medically fragile under Oregon law. CLC will follow ORS 336.201 should the need arise.</p> <p>Not Applicable, CLC does not have school nurses or health care providers.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ 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.’</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul>	Not Applicable.

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.</li> <li><input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li><input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li><input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li><input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline.</li> <li><input checked="" type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<p>CLC has established a minimum of 35 square feet per person (children and adults) when determining all room capacities, calculating only usable classroom space as defined by the Ready Schools, Safe Learners guidance. On May 18, 2020, Executive Director Crystal Gwyn measured all rooms. The CLC classroom capacities chart is available upon request.</p> <p>CLC will require physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. CLC is fortunate to have small class sizes already, compared to most public schools. Our average class size based on our available space will be 10-12 students.</p> <p>CLC will minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floors and instituting one-way traffic flow in constrained spaces such as hallways. CLC is making modifications to limit the number of students in our building by restricting student cohorts to their classrooms during all indoor time, providing separate entrances and exits for each cohort to the greatest extent possible, and designating bathrooms for each cohort, rather than by gender. Students will not be allowed to move individually in the halls without adult supervision.</p> <p>Parents will drop students at entrances and not enter the buildings, except in an emergency. Other adults will be restricted from campus entirely (e.g., deliveries will be received directly by personnel). CLC will not have school assemblies or large gatherings during this pandemic. The annual Back-to-School Picnic, Fall Harvest Festival, Art Night and other events will not be held this year.</p> <p>CLC will plan for students who need additional support in learning how to maintain physical distancing requirements, providing instruction and additional reminders, but never employing punitive discipline in instances when students forget to distance. Teachers will model for students how to use their “airplane” hands to help stay apart. CLC will also place markers on the floor for student distancing.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>Elementary school classroom capacities: 14,475 ft<sup>2</sup>. Our school building has 15 classrooms of 965 ft<sup>2</sup> useable floor space. Each room can accommodate up to 27 people at 35 ft<sup>2</sup>/person. Our classrooms average 10-12 children plus 1-2 teachers.</p> <p>Gymnasium capacity: 4000 ft<sup>2</sup>. Our gymnasium can accommodate 114 people at 35 ft<sup>2</sup>. A maximum of 40 people use the gym at a given time with a physical divider placing 20 on each 2000 ft<sup>2</sup> side.</p>

#### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</li> <li><input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li><input checked="" type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li><input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</li> <li><input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<p>CLC will establish stable cohorts for all classes: groups will be no larger than can be accommodated by the space available to provide 35 square feet per person. Cohorts average 10 and are limited to 20 students. See above for capacities. CLC will have small cohorts because we are a small school that traditionally has class sizes less than 20 students per classroom.</p> <p>CLC will not have any single cohort that exceeds a total of 26 people within the educational week. CLC will limit cohort sizes to allow for efficient contact tracing and minimal risk for exposure. CLC will keep a system of daily logs to ensure contact tracing among the cohorts in accordance with Ready Schools, Safe Learners guidance. CLC was able to test a log system for contact tracing during Childsworld Summer Camp in July and August, 2020.</p> <p>CLC will minimize interaction between students in different stable cohorts, including access to bathrooms, activities, and common areas. CLC will provide access to gender neutral bathrooms by cohort to minimize interaction between cohorts. CLC will clean and wipe surfaces (e.g., desks, door handles, etc.) maintaining hygiene between multiple student uses, even within the same cohort. Because our classrooms greatly exceed the required square footage and two teachers staff each room, CLC staff are able to continuously clean and sanitize throughout the day.</p> <p>CLC will design cohorts so that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. Since 1984, our school has served a diverse population of children and families focusing on the development of the whole child with respect and compassion.</p> <p>The minimal number of CLC staff who interact with multiple stable cohorts (such as playground monitors and support staff) will wash/sanitize their hands for a required minimum of 20 seconds between interactions with different stable cohorts. Fresh PPE will be required for any staff interacting with multiple cohorts.</p>

#### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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.</li> <li><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"> <li>• The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul> </li> </ul>	<p>CLC has developed a communication to staff to be shared at the start of on-site instruction (beginning August 31<sup>st</sup>) and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. CLC will share its Communicable Disease Management Plan (CDMP) and any other school protocols with all staff. The school year instructions and protocols were implemented successfully during our 7-week Summer Camp program in July-August</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Provide all information in languages and formats accessible to the school community.</li> </ul>	<p>2020 and have been augmented with new information from the CDC, OHA and ODE.</p> <p>CLC has developed protocols for communicating with students, families and staff who have come into close contact with a confirmed case and consult with the Multnomah County Health Department on what meets the definition of “close contact.” At this time, CLC considers close contact as within six feet with or without a mask.</p> <p>CLC has developed protocols for communicating immediately with staff, families, and the school community when a new case or cases of COVID-19 are diagnosed in students or staff members, including a description of how the School is responding.</p> <p>CLC will provide all information in languages and formats needed to be accessible to everyone in the school community.</p>

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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"> <li>• Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>• 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 <a href="#">from CDC</a>.</li> <li>• 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 <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li>☒ 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"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table “Planning for COVID-19 Scenarios in Schools.”</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li>☒ 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. <a href="#">See table “Planning for COVID-19 Scenarios in Schools.”</a></li> <li>☒ 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.</li> </ul>	<p>CLC will <b>require</b> students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. Primary COVID19 symptoms of concern are cough, fever or chills, shortness of breath, or difficulty breathing. Based on the State’s guidance, 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 COVID19, but are not enough in isolation to restrict access to school for students or staff. For more information about COVID-19 symptoms, CLC will refer to guidance from the CDC.</p> <p>In addition to COVID-19 symptoms, students and staff 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. CLC will be on guard and vigilant for emergency symptoms that require immediate medical attention:</p> <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face</li> </ul> <p>CLC does NOT rely on buses. All students arrive with a parent/guardian.</p> <p>CLC will screen all students and staff for symptoms on entry to school every day. This will be done visually and with confirmation from a parent/caregiver/guardian. Staff will check each other and student temperatures with touchless thermometers before entry each day. Anyone with a temperature of 100.4 or higher, or displaying or reporting the primary symptoms of concern will be isolated (in accordance with section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. Anyone displaying or reporting the primary symptoms of concern must remain home until 72 hours after fever is gone (without use of fever reducing medicine, such as Tylenol or Ibuprofen) and other symptoms are improving.</p> <p>CLC will follow Multnomah County Health Department 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</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	<p>preceding 14 calendar days, utilizing the document ODE document <i>Planning for COVID-19 Scenarios in Schools</i>.</p> <p>CLC will exclude from school staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication. CLC will not exclude staff or students who have other symptoms that are chronic or baseline symptoms, such as asthma, allergies, etc. from school.</p> <p>Upon entry, CLC will require all staff to wash their hands with soap and water for 20 seconds. At outdoor check in, students will use an alcohol-based hand sanitizer with 60- 95% alcohol. Upon entering the school building, students and staff will wash their hands with soap and water for 20 seconds. Whenever possible, students and staff will be required to use a sink and soap to wash their hands, rather than hand sanitizer.</p>

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> <li>Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> <input checked="" type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a> <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>CLC will restrict non-essential visitors. CLC will not have interns, externs, or other students or fellows on campus this year. CLC will allow very limited numbers of visitors only if six feet of physical distance between all people can be maintained. Examples of essential visitors that will be allowed onto campus include DHS Child Protective Services, MESD Specialists and Law Enforcement. Deliveries will be made at the front door. Parents of students will not be allowed to enter the campus or buildings, even at drop off and pickup, except under special circumstances. Any visitors will be required to wash or sanitize their hands upon entry and exit. CLC will utilize the ODE document <i>Planning for COVID-19 Scenarios in Schools</i>.</p> <p>Any visitors will be required to wear face coverings in accordance with the Multnomah County Health Department and CDC guidelines. CLC will screen any visitors for symptoms upon every entry (including temperature checks and COVID-19 questions) and restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a> . 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 <a href="#">CDC guidelines for Face Coverings</a> . <input checked="" type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> <li>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"> <li>Students should not be left alone or unsupervised;</li> <li>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;</li> </ul> </li> <li>Provide additional instructional supports to effectively wear a face covering;</li> <li>Provide students adequate support to re-engage in safely wearing a face covering;</li> </ul>	<p>All CLC staff will wear face coverings or face shields whenever they are within six feet of students and/or other staff. This includes staff who support personal care or instruction requiring closer physical contact (such as, SLP, Audiologist, and Support Specialists). CLC does not have staff preparing and/or serving meals. CLC staff will wear face shields or utilize clear plastic barriers for Audiology, Speech Language Therapy, adults providing speech and language therapy, and other close contact tutoring of students who need reading support.</p> <p>CLC administrative staff will wear face masks or shields when in close contact (within six feet) with other staff or students. CLC does not have a school nurse. CLC will require students to wear face masks upon entry to protect our staff. CLC will require K – 2 students to wear face covering or face shield in school. Parents or guardians will provide the face covering or face shield for their child.</p> <p>If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, CLC will provide space away from peers while the face covering is removed. In the</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> <li>☒ 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"> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> </ul> <p><b>Protections under the ADA or IDEA</b></p> <ul style="list-style-type: none"> <li>☒ 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"> <li>• Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>• Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> <li>• 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;</li> <li>• Additional instructional supports to effectively wear a face covering;</li> </ul> </li> <li>☒ For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny any in-person instruction.</li> <li>☒ 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"> <li>• If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> <li>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.</li> <li>2. Placement determinations cannot be made due solely to the inability to wear a face covering.</li> <li>3. Plans should include updates to accommodations and modifications to support students.</li> </ol> </li> <li>• 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"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.</li> <li>2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> <li>○ 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,</li> <li>○ 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.</li> </ul> </li> <li>3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-</li> </ol> </li> </ul> </li> </ul>	<p>classroom setting, an example could be a designated chair where a student can sit and take a 15-minute “sensory break.” Students will not be left alone or unsupervised. A designated area or chair will be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use. CLC will provide additional instructional supports to effectively wear a face covering as needed. CLC will provide students adequate support to re-engage in safely wearing a face covering. CLC will not discriminate against or discipline students for their inability to safely wear a face covering during the school day.</p> <p>If a student requires an accommodation to meet the requirement for face coverings, CLC will work to limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure, by offering different types of face coverings, space away from peers, short periods of the educational day that do not include wearing a face covering, and additional instructional support to effectively wear a face covering.</p> <p>For students with existing medical conditions, doctor’s orders to not wear a face covering, or other health concerns, Childsworld Learning Center will not deny access to On-Site instruction. CLC will comply with the established IEP/504 plan for all of students to the best of our ability.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.</p> <p><input checked="" type="checkbox"/> For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p><input checked="" type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<p>For students not currently served under an IEP or 504, CLC will consider whether or not student's inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p>If a staff member requires an accommodation for the face covering or face shield requirements, CLC will work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure. Many administrative staff will continue to work from home, wherever possible.</p>

### 1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Consider required physical arrangements to reduce risk of disease transmission.</li> <li>Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li><a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>If able to do so safely, a symptomatic individual should wear a face covering.</li> <li>To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p>	<p>CLC has adopted protocols for monitoring for COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at arrival to school or at any time during the school day. Please refer to the CLC CDMP.</p> <p>As a very small school, CLC does not have a school nurse. CLC will utilize medical and epidemiological experts to determine necessary modifications to areas where staff or students will be isolated when establishing protocols. CLC will consider required physical arrangements to reduce risk of disease transmission, including 35 ft<sup>2</sup> per person and strive to maintain six-foot distances between students and students, and students and staff. CLC will plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. If two students present COVID-19 symptoms at the same time, they will be isolated at once. If separate rooms are not available, CLC will ensure that six feet of distance is maintained. CLC will not assume they have the same illness.</p> <p>Not applicable</p> <p>Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by school staff until they are able to go home. Anyone providing supervision and symptom monitoring will wear appropriate face covering or face shields.</p> <p>Staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE), including face shields, will be provided depending on symptoms and care needed. CLC will consult with health care professionals regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual will be properly removed and disposed of prior to exiting the care space, and the staff member will wash their hands for 20 seconds after removing PPE. If able to do so safely, any symptomatic individual will wear a face covering while isolated. To reduce fear, anxiety, or shame related to isolation, staff will provide the student and their classmates a clear explanation of procedures during isolation, including use of PPE and handwashing.</p> <p>CLC will contact parents or guardians to transport students who are sick to their home or to a healthcare facility. CLC will establish procedures for safely transporting any staff person who is sick to their home or to a healthcare facility, including contacting their emergency contact to provide transport, or 911 in an emergency, if needed.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in <a href="#">"Planning for COVID-19 Scenarios in Schools."</a></li> <li><input checked="" type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</li> <li><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</li> </ul>	<p>Staff and students who are ill should stay home from school and will be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <p>CLC will refer to the table in the ODE document <i>Planning for COVID-19 Scenarios in Schools</i>.</p> <p>Symptomatic staff or students must seek COVID-19 testing from their regular physician or through the local public health authority. If they have a positive COVID-19 viral antigen test result, the person must remain home for at least 10 days after illness onset. A person may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours after their fever is gone (less than 100.4 degrees), without use of fever reducing medicine, and other symptoms are improving.</p> <p>If a person has a negative COVID-19 viral test and they have tested negative multiple times, they must remain home until 24 hours after the fever is gone, without use of fever reducing medicine, and other symptoms are improving.</p> <p>If a person who has an identified positive alternative diagnosis (e.g., a positive strep throat test), then the usual disease-specific return to school guidance will be followed. A person must be fever free for 24 hours, without use of fever reducing medicine, and other symptoms are improving. A physician's note is required to return to school, to ensure the person is not contagious.</p> <p>If symptomatic staff or students do not undergo COVID-19 testing, that person should remain home until 72 hours after fever is gone (less than 100.4 degrees), without use of fever reducing medicine, and other symptoms are improving.</p> <p>CLC will involve volunteers with medical experience in development of protocols and assessment of symptoms. CLC will record and monitor students and staff who are isolated or sent home for Multnomah County Health Department review.</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"> <li><input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li><input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> <li>• The ADM enrollment date for a student is the first day of the student's actual attendance.</li> </ul> </li> </ul>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> <p><input type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.</p> <p><input type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.</p> <p><input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p> <p><input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.</p> <p><input type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.</p>	

**2b. ATTENDANCE**

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><input type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student’s attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</p> <p><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.</p> <p><input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home</p>	

OHA/ODE Requirements	Hybrid/Onsite Plan
environment, caregiver’s work schedule, and mental/physical health.	

**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Not Applicable, CLC does not use electronic teaching devices for on-campus learning.

**2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently. <input checked="" type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input checked="" type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input checked="" type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input checked="" type="checkbox"/> <b>Personal Property:</b> 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"> <li>● <b>Handwashing:</b> All people at school will be required to wash their hands at a minimum once per hour. CLC may establish an hourly or regular bell reminder system to remind everyone to wash hands. Students will be required to wash hands and use hand sanitizer upon entry.</li> <li>● <b>Equipment:</b> CLC will develop procedures for cleaning and sanitizing protocols for all equipment used by more than one individual. The procedures will strictly limit sharing of any equipment and other items.</li> <li>● <b>Events:</b> CLC will not have field trips, assemblies, sports, practices, special performances, school-wide parent meetings or any other large gatherings in order to maintain requirements for physical distancing.</li> <li>● <b>Transitions/Hallways:</b> CLC will limit movement as much as possible within the hallways. Classes will remain in their assigned room, except for using the bathroom or going outside. CLC will create hallway procedures to promote physical distancing and minimize gatherings.</li> <li>● <b>Personal Property:</b> CLC will establish policies for personal property being brought to school (e.g., water bottles). These items must be labeled prior to entering school and used only by their owner.</li> </ul>

**2e. ARRIVAL AND DISMISSAL**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input checked="" type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input checked="" type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul>	<p>CLC will enforce physical distancing, stable cohorts, square footage, and cleaning requirements during arrival and dismissal procedures.</p> <p>CLC will stagger arrival and/or dismissal times for elementary and preschool divisions (8:30 AM and 9:00 arrivals, and 1:00, 3:00 and 5:30 PM dismissals) and inform parents and guardians of any changes. Kindergarten may start 10-15 minutes later to help avoid entry traffic jams. CLC will consider additional stagger of arrival and/or dismissal within these divisions as needed.</p> <p>CLC will assign cohorts to separate entrances and assign staff members to conduct touchless temperature checks and visual screenings (see section 1f of this Blueprint for Reentry). Before entry, parents dropping off children will be asked if their child “In the last 24 hours, has experienced a fever, cough, shortness of breath, sore throat, muscle aches, loss of sense of smell or taste, or been exposed</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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>	<p>to anyone diagnosed with COVID-19?" CLC will consider a visual to help with entry protocols. Before entering, staff will be asked the same questions in person or with an online form and have their temperature checked in the foyer or front office.</p> <p>CLC will have a sign-in/sign-out protocol to facilitate contact tracing, eliminating shared pen and paper use for sign-in/sign-out sheets. CLC will provide hand sanitizer dispensers near all entry doors and other high-traffic areas. All children will use hand sanitizer (with 60-95% alcohol) <b>before</b> entering the building. <b>After</b> entering the building, all children will wash their hands with soap and water for 20 seconds. CLC will establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. Parents/guardians will drop off students outside the buildings rain or shine.</p>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ <b>Seating:</b> 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>☒ <b>Materials:</b> 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>☒ <b>Handwashing:</b> 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"> <li>Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<ul style="list-style-type: none"> <li><b>Seating:</b> CLC will rearrange student seating and or desks to be at least six feet apart, assigning seating so students are in the same seat at all times.</li> <li><b>Materials:</b> CLC will eliminate community supplies whenever possible (e.g., scissors, pencils, etc.). Students will bring their own private supplies in a labeled container. CLC will clean its own supplies frequently. CLC will use soap and water and sanitizer to clean materials throughout the day.</li> <li><b>Handwashing:</b> CLC will remind students and staff through signage and constant reminders from staff of the utmost importance of hand hygiene and respiratory etiquette, which means covering coughs and sneezes with an elbow or a tissue. Tissues will be disposed of and hands washed or sanitized immediately. Staff and students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. Hand sanitizer will be seen as a backup option when soap and water at a sink are not readily available</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</p> <p>☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</p> <p>☒ 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.</p> <p>☒ 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 <a href="#">CDC guidance</a>.</p> <p>☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</p> <p>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</p> <p>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</p>	<p>CLC will keep the school playground closed to the general public and parents.</p> <p>After using the restroom, students will wash hands with soap and water for 20 seconds.</p> <p>Students will wash hands with soap and water for 20 seconds or if a sink and soap are not available, use alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment.</p> <p>CLC will designate playground and shared equipment solely for the use of one cohort at a time. CLC will disinfect between uses and between each cohort's use daily.</p> <p>CLC will follow all playground cleaning requirements in section 2j of the <i>Ready Schools, Safe Learners</i> guidance.</p> <p>Students and staff will maintain physical distancing requirements, stable cohorts, and square footage requirements on the playground. CLC will restrict access to certain playground equipment (monkey bars, etc.) and mark restricted areas with signage.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a> . <input checked="" type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	<p>CLC will design recess activities that allow for physical distancing and maintenance of stable cohorts.</p> <p>CLC staff will clean outdoor equipment daily or between uses as much as possible in accordance with CDC guidance.</p> <p>The CLC staff lunchroom and workspace will have limited usage, maintaining six feet of distance between adults. Maximum ventilation will be provided with open windows and air purifiers.</p>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Prohibit self-service buffet-style meals. <input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input checked="" type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input checked="" type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance). <input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input checked="" type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	<p>CLC will not provide meals or snacks of any kind for students. Students will be required to bring all of their own food and drinks to school this year. CLC will prohibit self-service buffet-style meals and 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.</p> <p>Students will wash hands with soap and water for 20 seconds or use an alcoholbased hand sanitizer with 60-95% alcohol before and after meals.</p> <p>Staff overseeing student meals or snacks will wear face shields or face covering (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p>CLC will send home any food related items (e.g., plates, utensils, transport items) to be cleaned at home. CLC will clean and sterilize any of its own items.</p> <p>CLC will clean and sanitize any food touch-points such as counters. All stable cohorts will eat in their classrooms. If a classroom eats snack/lunch outside, tables will be cleaned and sanitized between stable cohorts. CLC will clean and sanitize all tables between meal periods.</p> <p>Staff will eat their snacks and meals independently from each other and not in the staff room when other people are present. Staff can make use of outside picnic table areas or their classroom/office when no one else is present.</p>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance). <input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Not Applicable, all students arrive by private transportation or on foot/bicycle with parents/guardians.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.</li> <li>• If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> <p><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</p> <p><input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</p> <p><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</p> <p><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings.</p>	

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</p> <p><input checked="" type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</p> <p><input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</p> <p><input checked="" type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</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 checked="" type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</p>	<p>CLC will clean, sanitize, and disinfect frequently touched surfaces (e.g. playground equipment, door handles, sink handles, drinking fountains) and shared objects (any toys, games, art supplies) between uses multiple times per day. CLC will maintain clean and disinfected student spaces, including classrooms, restrooms, and playgrounds according to <a href="#">CDC guidance</a>.</p> <p>CLC will clean and disinfect playground equipment at least daily or between uses as much as possible in accordance with CDC guidance.</p> <p>CLC will apply disinfectants safely and correctly following directions specified by the manufacturer. CLC will keep these products away from students. The main disinfectant employed throughout the building and on outdoor equipment is hydrogen peroxide based.</p> <p>CLC will clean and upgrade its HVAC system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the greatest extent possible. CLC will also increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.</p> <p>CLC will increase circulation of outdoor air as much as possible by opening windows and doors, and using fans for outdoor flow. CLC will not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. CLC staff will not use standalone fans if doors and windows are closed and the fans are recirculating but not replacing the classroom air.</p> <p>CLC has hired HVAC specialists to assist in cleaning and upgrading the filters throughout the building. In addition, we have purchased</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input checked="" type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input checked="" type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	<p>portable large-room air purifiers to be used, including in areas where students with special health care needs may receive medication or treatments.</p> <p>CLC facilities will be cleaned and disinfected by an external custodial service at least daily to prevent transmission of the virus from surfaces in accordance with the <i>CDC's guidance on disinfecting public spaces</i>. In addition, we will be employing an onsite cleaning and maintenance professional to disinfect high touch surfaces throughout the day.</p> <p>In Fall 2020, CLC has contracted HVAC specialists to advise our school on air circulation and filtration to help reduce airborne viruses. CLC is considering modification and enhancement of building ventilation based on the <i>CDC's guidance on ventilation and filtration</i> and <i>American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</i>, including more frequent air exchanges and MERV 13 level filtration.</p>

#### 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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.</li> <li><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).</li> </ul>	<p>As feasible, CLC will maintain a prevention-oriented health services program for all students. As a small school, we do not have a school nurse. CLC will provide a space to isolate sick students and provide services for students with special health care needs.</p> <p>CLC will have licensed, experienced medical professionals, including doctors, review this Operational Blueprint. Where feasible for a small, independent school, CLC will collaborate with other health professionals.</p>

#### 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> <li>• Contact tracing</li> <li>• 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.</li> <li>• Quarantine of exposed staff or students</li> <li>• Isolation of infected staff or students</li> <li>• Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> </li> <li><input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing: <ul style="list-style-type: none"> <li>• Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>• Ensure at least 64 square feet of room space per resident</li> </ul> </li> </ul>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>Configure common spaces to maximize physical distancing;</li> <li>Provide enhanced cleaning;</li> <li>Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul>	

## 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> 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"> <li>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.</li> <li>Fire drills must be conducted monthly.</li> <li>Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>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.</li> </ul> <p><input checked="" type="checkbox"/> Drills can and should be carried out as <u>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><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<p>CLC will set aside at least 30 minutes in each school month to instruct students on the emergency procedures for fires, earthquakes and safety threats.</p> <p>Fire drills will be conducted monthly.</p> <p>Earthquake drills will be conducted two times per year.</p> <p>Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety will be conducted two times per year.</p> <p>Drills will be carried out as close as possible to the procedures that would be used in an actual emergency.</p> <p>If appropriate and practicable, COVID-19 physical distancing measures will be implemented, but only if they do not compromise the drill.</p> <p>When or if physical distancing must be compromised, drills will be completed in less than 15 minutes.</p> <p>Drills will be practiced until they can be practiced correctly.</p> <p>Staff will be trained on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</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><input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize</p>	<p>CLC staff will utilize the components of Collaborative Problem Solving, Positive Discipline Strategies or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.</p> <p>CLC will take proactive/preventative steps to reduce antecedent events and triggers within the school environment. CLC staff will be proactive in planning for known behavioral escalations (e.g., self-</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li>☒ 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.</li> <li>☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> <li>• Student elopes from area <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> <li>○ If students leave the classroom: <ul style="list-style-type: none"> <li>● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>● Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• 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"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● Maintain student dignity throughout and following the incident.</li> <li>● 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.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Staff will adjust antecedents where possible to minimize student and staff dysregulation and 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>CLC will establish a proactive plan for daily routines designed to build selfregulation 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>CLC staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. CLC 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>CLC will plan for the impact of behavior mitigation strategies on public health and safety requirements. (See examples on left)</p> <p>If unexpected interaction with other stable cohorts occurs, staff will be required to note those contacts in the appropriate contact logs.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> <li>☒ 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.</li> </ul> <p><b>Protective Physical Intervention</b></p> <ul style="list-style-type: none"> <li>☒ 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).</li> </ul>	<p>If unexpected interaction with other stable cohorts occurs, staff will be required to note those contacts in the appropriate contact logs.</p> <p>All spaces unexpectedly used to deescalate behaviors will be appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p> <p>CLC will clean and sanitize all reusable Personal Protective Equipment (PPE) after every episode of physical intervention (under section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).</p>



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Review the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li>☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> </ul>	<p>CLC will utilize ODE's <i>Planning for COVID-19 Scenarios in Schools</i> toolkit. CLC will submit this Blueprint to <a href="mailto:schoolplans@multco.us">schoolplans@multco.us</a> and coordinate with the Local Public Health Authority (LPHA) at the Multnomah County Health Department to establish communication channels related to current transmission levels and establish a specific emergency response framework with key stakeholders. Our primary contact at the LPHA is currently Greg Belisle, Multnomah County Emergency Operations, School Liaison. If new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to designated senior staff, on the diagnosed case(s). The Multnomah County Health Department may impose restrictions on contacts and decide whether a cohort or the school will remain open or close.</p>

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li>☒ Ensure continuous services and implement Comprehensive Distance Learning.</li> <li>☒ Continue to provide meals for students.</li> </ul>	<p>CLC will utilize ODE's <i>Planning for COVID-19 Scenarios in Schools</i> toolkit. CLC will follow the school's outbreak response protocol and coordinate with the Multnomah County Health Department for any outbreak response. If anyone who has been on campus is known to have been diagnosed with COVID-19, CLC will report the case to and consult with the Multnomah County Health Department regarding cleaning and possible classroom or program closure.</p> <p>CLC will report to the Multnomah County Health Department any cluster of illness (2 or more people with similar illness) among staff or students. If cases are identified in the local region or at the school, the CLC response team (including the Senior Leadership Team and division lead teachers) will be assembled and responsibilities assigned to members of the team, including hygiene, communications, cleaning, etc.</p> <p>CLC teachers are being trained on Comprehensive Distance Learning. A trained Teacher Task Force has been designated to implement the program for each classroom or school-wide in the event of a total shutdown.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>Not Applicable, CLC does not provide meals for students.</p> <p>CLC will cancel all large school events this school year, including the Back-to-School Picnic, Fall Sharing Festival and Spring Art Night. If the school must close, CLC will move immediately to implement a Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.</p> <p>Technology will be mobilized according to our IT plan, so all teachers have needed equipment for distance learning. After a closure, CLC will communicate criteria that must be met in order for On-Site instruction to resume and a relevant timeline with families.</p>

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><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.</li> </ul>	<p>CLC will utilize ODE's <i>Planning for COVID-19 Scenarios in Schools</i> toolkit. CLC will plan instructional models that support all learners for both On-site and Distance Learning, and be prepared to move back and forth between both models as needed. CLC would apply to the State to provide Emergency Childcare in that instance.</p> <p>CLC will clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) and follow <a href="#">CDC guidance</a> for classrooms, restrooms, and playgrounds.</p> <p>CLC will communicate with families about options and efforts to support returning to On-Site instruction and follow the Multnomah County Health Department's guidance to begin bringing students back into On-Site instruction.</p> <ul style="list-style-type: none"> <li>• Reopening may include smaller cohorts and rotating schedules to allow for a safe return to schools.</li> </ul>



## 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>