



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Countryside Christian School
Key Contact Person for this Plan	Angela Walter
Phone Number of this Person	541-912-1153
Email Address of this Person	wazztw@hotmail.com
Sectors and position titles of those who informed the plan	Teaching Principal
Local public health office(s) or officers(s)	Lane Co. Public Health Dept., Patrick Luedtke
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Angela Walter
Intended Effective Dates for this Plan	Sept 8, 2020 – June 10, 2021
ESD Region	Fern Ridge ESD

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

We send emails, make phone calls, send text messages, and post on our school Facebook page and website information about our plans. School community members are welcome to send or give us feedback which we look at as we make our plans. Every school family is reached. If we don’t hear from the family, we call and check in.

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

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

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

3. Select which instructional model will be used:

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 3-22 in the initial template) and [submit online](#), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>).

* **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.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). <ul style="list-style-type: none"> • OSHA has developed a risk assessment template. <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit. <ul style="list-style-type: none"> • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). • OSHA has developed a sample infection control plan. <input checked="" type="checkbox"/> Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. <input checked="" type="checkbox"/> Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. 	<p>Risk Assessment: Teacher has completed an OSHA risk assessment and has it on file.</p> <p>Communicable Disease Management Plan for COVID-19: Countryside Christian School has updated our Communicable Disease Management Plan to include a COVID SPECIFIC emergency and exposure plan document. The principal is the designated person to establish, implement and enforce physical distancing requirements, consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA. All volunteers are aware that the principal is in charge of all school business.</p> <p>Concerns Process: Teacher is the only employee. Volunteers can share concerns with school board chair.</p> <p>Local Public Health Authority (LPHA) contact: Patrick Luedtke is the Lane County Public Health Director to provide support and resources. His phone number is (541) 682-8762. We will notify his office of any confirmed COVID-19 cases among students or staff. The school secretary will notify the Local Public Health Authority (LPHA) of any cluster of any illness among staff or students. The school will cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</p> <p>Training: All staff have been trained in sections 1-3 of <i>Ready Schools, Safe Learners</i>.</p> <p>Systematic Disinfection: The staff systematically disinfect classrooms, offices, bathrooms and activity areas daily. The teachers disinfect high-touch areas of classrooms at other times of the school day.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <ul style="list-style-type: none"> • See supplemental guidance on LPHA/school partnering on contact tracing. • Refer to OHA Policy on Sharing COVID-19 Information <input checked="" type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. <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"/> Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system. <input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance). 	<p>Screening: All students and staff are screened for symptoms (see section 1f) on entry to the school every day, either visually by the staff and/or with confirmation from a parent/caregiver/guardian. Anyone displaying or reporting the primary symptoms of concern will be isolated in the library or another designated room and be sent home as soon as possible.</p> <p>Communication Letter: A letter will be sent out via email, text or phone to communicate with students, families, and staff who have come into close contact with a potential COVID-19 case.</p> <p>Daily student/cohort logs: The school will use daily student attendance and sign-in/out records for the purpose of student/cohort contact tracing and monitor drop off time through tardy records. Parent/guardian names and emergency contact information is stored in the school's Student Information System (SIS) database. All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student will be logged daily. The main office records/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. CCS has only one teacher, so there are no itinerant staff moving between buildings.</p> <p>The school does not have itinerant staff.</p> <p>Reporting to the LPHA: The school administration will report to and consult with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p> <p>COVID 19 Weekly School Status: Gale Crosby, VP of Education in the Oregon Conference of Seventh-day Adventist is the contact person to provide updated information regarding current instructional models and student counts.</p> <p>Response to Potential Outbreaks: The staff will follow the school's outbreak response protocol as found in the CCS Communicable Disease Management Plan and coordinate with the LPHA for any outbreak response.</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is 	<p>High-Risk Populations: The school will account for students who have</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><input checked="" type="checkbox"/> Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.</p> <p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires 	<p>health conditions that require additional nursing services pursuant to Oregon law ORS 336.201. Staff and school administrators will work with interdisciplinary teams to address individual student needs. The school has an On-Call nurse. The staff and school administrators will communicate with parents to determine return to school status and current needs of the student. Service provision will consider health and safety as well as legal standards. High-risk individuals may meet criteria for exclusion during a local health crisis.</p> <p>N/A</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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.’</p> <ul style="list-style-type: none"> ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. <ul style="list-style-type: none"> • Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline. ☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>Physical Distancing: A minimum of 35 square feet per person is used to determine room capacity. Only usable classroom space has been used in the calculations, knowing that desks and room set-up require space too and must be calculated in determining room capacity. Outdoor learning space provides 35 square feet per person.</p> <p>The staff and teachers stress physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.</p> <p>To ensure that six feet of distance between students is maintained to the maximum extent possible, only one student at a time is allowed in the hallway to use the restrooms. The teachers will minimize time students are standing in lines and take steps to maintain physical distancing when in lines.</p> <p>Each student has a separate space to hang their coat and backpack. Students are released on a staggered schedule to maintain physical distancing. Students eat their lunches in their classrooms or distanced outside, rather than together in a common area.</p> <p>Teacher trains her students on methods for and the importance of maintaining a physical distance of at least six feet. Teacher will reinforce training as needed.</p> <p>Physical distancing will be maintained during staff meetings.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week⁴, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change 	<p>Cohorts: Because our small school is a one-teacher school, the cohort group includes a small classroom of students in grades 1-8, the teacher, and the teacher’s aide. Daily attendance and sign-in/out records serve as daily logs to provide contact tracing among the cohort.</p> <p>See above</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>week-to-week, but must be stable within the educational week.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input checked="" type="checkbox"/> Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁵, and peers. <input checked="" type="checkbox"/> Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. <input checked="" type="checkbox"/> Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts. 	<p>The school is small and has one cohort.</p> <p>Cleaning and disinfecting of high-touch surfaces will be maintained between multiple student uses and in the same cohort.</p> <p>Again, the school has only one cohort.</p>

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <input type="checkbox"/> Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the Ready Schools, Safe Learners guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. <input checked="" type="checkbox"/> Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e). <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. • OSHA has developed a model notification policy. <input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input checked="" type="checkbox"/> Periodic interval training also keeps the vigilance to protocols ever 	<p>Public Health Communication:</p> <p>The school administration will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan).</p> <p>Teacher will provide handout with conversation to volunteer staff to train them in COVID-19 safety measures.</p> <p>COVID-19 Hazard Poster and Mask required signs have been posted in the school.</p> <p>The school administration will utilize OSHA’s model notification policy for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the school is responding.</p>

⁴ The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

⁵ Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>present when fatigue and changing circumstances might result in reduced adherence to guidance.</p> <p><input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.</p>	<p>Teacher constantly verbally communicates protocols to volunteer staff.</p> <p>Countryside Christian School will update communication protocols as needed.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <p><input type="checkbox"/> Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.</p> <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” • Additional guidance for nurses and health staff. <p><input checked="" type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.</p> <p><input checked="" type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must 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. See the COVID-19 Exclusion Summary Guide.</p> <p><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>	<p>Entry and Screening: Students and staff will be directed 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. Any person exhibiting primary symptoms of COVID-19 will not be admitted on campus.</p> <p>Students will also be excluded from school for signs of other infectious diseases, per existing school policy and protocols.</p> <p>All students and staff are screened for symptoms on entry every day, including asking students and volunteer staff about any new symptoms or close contact with someone with COVID-19. Parents answer these questions from their car every day before sending the student into the school. This will be done visually by staff and/or with confirmation from a parent/caregiver/guardian.</p> <p>Anyone displaying or reporting the primary symptoms of concern will be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. All students will utilize their classroom teacher’s door as an entrance and the classroom teacher or teacher’s aide will conduct a visual screening for the appearance of symptoms.</p> <p>Any student or staff known to have been exposed to COVID-19 shall not be allowed on campus until 14 calendar days have passed after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving. LPHA advice will be followed in restricting those who have been exposed from the campus and the “<i>Planning for COVID-19 Scenarios in Schools</i>” and the “<i>COVID-19 Exclusion Summary Guide</i>” will be referred to.</p> <p>Students or staff with a chronic or baseline cough that has worsened or is not well-controlled with medication will be excluded from school. Staff or students who have other symptoms that are chronic or baseline will not be excluded from school.</p> <p>Hand-sanitizers are placed by each entrance for students to use prior</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	to student entrance to classes, and additionally, students utilize classroom stations to wash hands.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <input checked="" type="checkbox"/> Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide. <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 the <i>Ready Schools, Safe Learners</i> guidance. 	<p>Visitors/Volunteers: Visitors/Volunteers will be unable to work in the school, or complete other volunteer activities that require in-person interaction, at this time. Adults in the school are limited to essential personnel only.</p> <p>Essential visitors will only be admitted in the building if the following criteria can be met:</p> <ul style="list-style-type: none"> • The visitor has been screened for symptoms upon entry, asked about symptoms, and will not be admitted if known to have been exposed to COVID-19. • The visitor can maintain six feet of physical distance between all people. • The visitor must wash or sanitize their hands upon entry and exit. <p>The visitor must wear a face covering in accordance with OHA and CDC guidelines.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. <input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible. <input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate. <input checked="" type="checkbox"/> Face coverings should be worn both indoors and outdoors, including during outdoor recess. <input checked="" type="checkbox"/> Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> ○ Students must not be left alone or unsupervised; ○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely 	<p>School has a supply of disposable face masks that are available to all visitors, volunteers, and the teacher.</p> <p>Face coverings or Face shields: Face coverings or face shields are required for all staff including preschool staff, teacher aides, librarians, and staff preparing and/or serving meals. Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative in select situations, such as when people need to see mouth and tongue motions in order to communicate.</p> <p>Students Kindergarten and up are required to wear face coverings or face shields. Face coverings are encouraged as face shields are only an acceptable alternative due to medical conditions or when people need to see the student’s mouth and tongue motions in order to communicate.</p> <p>Face coverings will be worn both indoors and outdoors, including during outdoor recess. No group mask breaks are permitted.</p> <p>If a student removes a face covering or demonstrates a need to remove the face covering for a short period of time, Countryside staff will:</p> <ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed (i.e. a designated chair where a student can sit and take a 15 minute ‘sensory break’ —The designated area or chair will be appropriately distanced from other students and wiped down for disinfection after each use); students should not be left alone or unsupervised. • Provide additional instructional supports to effectively wear a face covering. • Provide students adequate support to re-engage in safely

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>wearing a face covering;</p> <ul style="list-style-type: none"> Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <p>☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <ul style="list-style-type: none"> Additional guidance for nurses and health staff. <p>Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance</p> <p>☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p> <ul style="list-style-type: none"> Offering different types of face coverings and face shields that may meet the needs of the student. Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised. Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease. Additional instructional supports to effectively wear a face covering. <p>☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts must not deny any in-person instruction.</p> <p>☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.</p> <ul style="list-style-type: none"> If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> 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. Not make placement determinations solely on the inability to wear a face covering. Include updates to accommodations and modifications to support students in plans. For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, If a student's 504/IEP plan included 	<p>wearing a face covering.</p> <ul style="list-style-type: none"> Students will not be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <p>For students who require an accommodation to meet the requirement for face coverings, the school will work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations utilized will include:</p> <ul style="list-style-type: none"> Offering different types of face coverings and face shields that may meet the needs of the student. Giving the student a space to sit uncovered in a space away from peers. No student will be left unsupervised. Offering short periods of time in the educational day that do not include wearing the face covering while following the other health strategies to reduce the spread of disease. Providing additional instructional supports to effectively wear a face covering. <p>Students with existing medical conditions, and a physician's orders to not wear face coverings, or other health related concerns will not be denied any in-person instruction.</p> <p>For students with educational accommodation/modification plans, who cannot wear a face covering due to the nature of the disability, the school will:</p> <ul style="list-style-type: none"> Review the plan 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/adjustments is maintained. Not determine placement solely on the inability to wear a face covering. Update plan to support students. <p>For students who abstain from wearing face coverings, or whose families determine the student will not wear a face covering, CCS will:</p> <ul style="list-style-type: none"> Review the student's accommodation plan to ensure access to instruction like what was originally in the plan. Determine that a student's disability, doctor's orders, or health related concerns aren't prohibiting them from meeting the requirement. Offer a comprehensive distance learning plan, limited on-site instruction, or on-site instruction with accommodations. <p>Countryside Christian School will consider both students who under an educational accommodation/modification and students who are not currently under an educational accommodation/modification plan.</p> <p>CCS will consider whether student inability to wear a face covering or face shield is due to a disability and consider if an evaluation is needed.</p> <p>If a staff member needs accommodation to the face covering plan, CCS will work to limit the proximity of the staff member to students, to minimize the possible risk of exposure.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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.</p> <p>3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.</p> <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 shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<p>It is recommended that as face coverings are worn, they should be washed daily, or a new covering worn daily.</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. See the COVID-19 Exclusion Summary Guide.</p> <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff for providing care to students with complex needs. <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> • School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must 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 must be 	<p>Isolation Measures: The school will defer to the <i>CCS Communicable Disease Management Plan</i> for appropriate isolation determination and processes.</p> <p>All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. The student will be provided a facial covering (if they can safely wear one). The staff should wear a facial covering and maintain physical distancing, but never leave a child unattended. If 2 students present COVID-19 symptoms at the same time, 6 feet distancing will be maintained in the isolation area.</p> <p>While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain composure so as not to unduly worry a student or family. Anyone providing supervision will wear appropriate face covering and hands will be washed or sanitized after removing PPE.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>properly removed and disposed of prior to exiting the care space.</p> <ul style="list-style-type: none"> • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual shall wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in “Planning for COVID-19 Scenarios in Schools.”</p> <p><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).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p> <p><input checked="" type="checkbox"/> The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</p>	<p>Staff will maintain student confidentiality as appropriate and will provide a clear explanation of procedures to the ill student.</p> <p>Daily logs will be maintained containing the following:</p> <ul style="list-style-type: none"> • Name of students/staff sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and • Name of students/staff visiting the office for illness symptoms, even if not sent home, as per routine health logs <p>Staff and students who are ill will stay home from school and if they become ill on campus will be sent home (transported by parent/guardian) or to a health care facility.</p> <p>Staff, students, volunteers and visitors with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. Guidelines from RSSL and LPHA will be followed regarding length of exclusion. School will refer to the “Planning for COVID-19 Scenarios in Schools” for guidance.</p> <p>For those who do not have internet, school will provide packets and phone calls. For students who have internet, students can join the class through Microsoft Teams Mtg.</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
<p><input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</p> <p><input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:</p> <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student’s actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance. • Students who were anticipated to be enrolled, but who do 	<p>N/A</p>

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

2b. ATTENDANCE

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

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

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). 	<p>Technology: The school will provide a personal laptop for each student. We will clean and sanitize this device on a regular basis according to CDMP</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. <input checked="" type="checkbox"/> If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	<p>guidelines for cleaning technology. In addition, the staff will clean and sanitize each device brought onto campus for updates, repair, return, inventory, or redistribution. Physical distancing will be maintained to the maximum extent possible.</p> <p>The school has signed up for Google Education suite and will be teaching students Google Classroom work to facilitate continuous learning experiences that occur on-site and in distance learning settings (off-site); we will include options for digital learning and provision for non- digital distance learning where internet and computers will not be available.</p> <ul style="list-style-type: none"> ● Update family survey: collect information about the numbers, types, and condition of devices used in their homes to support remote learning. ● Share the list of all the software and student-facing technology solutions with families. ● Plan for adequate technology at home, including sending a school-owned laptop home, for off-site working, teaching, and learning. ● Review technology policies and data privacy policies and update if needed. <p>School will not utilize technology in Outdoor Learning environment.</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. <input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input checked="" type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input checked="" type="checkbox"/> Personal Property: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).	<ul style="list-style-type: none"> ● Handwashing: Students, staff, and all people entering the building must wash/sanitize hands upon entry and exit. Time will be set aside for handwashing or sanitation frequently throughout the day including but not limited to after restroom use, before and after recess and PE, and before meals or snacks. ● Equipment: Students keep their class books and supplies in their personal cubbies or desks. Supplies such as LEGO's, clay and blocks are put into labeled individual student bins for individual student use only. Pencils, pens, scissors, tape, etc. are not shared items, but are labeled and kept in individual bins. Stacks of colored or lined paper can be taken by an individual for individual use but must not be returned to the stack. ● Events: All fieldtrips, athletic events, practices, special performances, school-wide parent meetings and other large gatherings are canceled or postponed (or will be modified) until safe and regulations in the Ready Schools Safe Learners have been changed to allow for these events. ● Transitions/Hallways: Because we are a one-teacher school, we have one cohort and teachers limit transitions out of the classroom. The outside classroom door is used for entry and exit purposes. Only one student is allowed in the hallway at a time to use the restroom facilities. ● Personal Property: Parents/guardians must label coats, backpacks, lunch boxes, school supplies and earphones. All personal items will be kept in an individual cubby space/desk. Students are encouraged to bring lunches in labeled disposable bags. Students may bring personal labeled refillable water containers that they can fill at the classroom filling station. The station will be sanitized frequently. Personal school supplies must all be labeled and placed in a labeled pencil box or utility box and placed in the individual's cubby/desk.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Because Countryside only has one stable cohort group at this time, students will arrive anytime between 7:45 and 8:00 am in the morning and will leave between 4:00 and 4:15 in the afternoon.</p> <p>Students will maintain 6 feet distance when entering and exiting and will not shake hands or physically touch the teacher or others. When entering/exiting students must come from and go directly to their personal car for transport. Parents will remain in the car. Teacher will communicate with parents in their individual cars while maintaining social distancing safe and healthy practices.</p> <p>Upon entering, staff conduct visual screenings and fill out daily logs (see section 1a and 1f of the Ready Schools, Safe Learners guidance.).</p> <p>All students enter and exit from their classroom outside door. They must use hand-sanitizer/wash hands upon entry and exit. Alcohol based hand sanitizer are easily accessible near all entry doors and other high traffic areas.</p>

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> ● Seating: Student desks have been placed 6 feet apart in addition to 35 square feet per person in the classroom. Students will maintain their home desk as their seat for all activities including lunch, unless lunch is done outside. ● Materials: All students have their own labeled bins with their own labeled supplies, including manipulatives. There are no shared supplies between students. LEGO's, clay, and other Maker Space items are in individual labeled bins that are kept in cubbies/desk area. Paper may be picked up from the paper dispenser but not returned. Hand sanitizer and tissues are provided for use by students and staff. ● Handwashing: Reminders for handwashing are posted in the bathroom and on the door to the bathroom and teacher verbally reminds students to sanitize hands. Students will cover coughs or sneezes with an elbow or tissue. The tissue will be disposed of immediately in a trash dispenser. Hands will be washed/sanitized frequently but not limited to entering and exiting, before and encouraged to do so after meals, and before and after recess/PE. Hand sanitizer with 60-95% alcohol will be used frequently. (See CCS Communicable Disease Management Plan)

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. ☒ Before and after using playground equipment, students must wash 	<p>Playground: Playground are closed to the general public, family of students and visitors until park playground equipment and benches reopen in the community (See Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). Playground equipment such as monkey bars and railings will be cleaned routinely. (See CCS Communicable Disease Management Plan). Recess and PE activities will be designed to allow for physical distancing.</p> <p>Restrooms/Handwashing: Hands will be washed/sanitized frequently but not limited to entering and exiting, before and encouraged to do so after meals, and before and after recess/PE/use of playground</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance. <input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings. 	<p>equipment. Hands will be washed for no less than 20 seconds after restroom use. Hand sanitizer with 60-95% alcohol will be used as an alternative when hand washing is not possible—except after using the restroom when hands must be washed. (See CCS Communicable Disease Management Plan)</p> <p>Cleaning Requirements: Cleaning requirements will be maintained—facility will be cleaned and disinfected at least daily and frequently touched surfaces will be cleaned, sanitized, and disinfected multiple times per day. (See CCSS Communicable Disease Management Plan which is in compliance with the Ready Schools, Safe Learners guidance).</p> <p>Physical distancing will be maintained to the maximum extent possible on the playgrounds, fields and during recess, breaks, etc.</p> <p>Outdoor equipment will be cleaned at least daily following CDC guidance. Shared equipment will be cleaned and disinfected at least daily.</p> <p>School is small and does not have a staff room, elevator, or common staff lunch area. Workspaces are limited to single person usage at a time to maintain six feet of distance between adults.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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 coverings (see section 1h of the Ready Schools, Safe Learners guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. <input checked="" type="checkbox"/> Students and staff 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 shall 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, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and 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. Wear face coverings 	<p>Meal Services/Nutrition Staff: Hot lunches will be carefully supervised until COVID restrictions lift. All staff will be trained, and face coverings will be worn while preparing and serving snacks or meals and will maintain 6ft of distance to the greatest extent possible. Pre-plated meals or snacks will be provided.</p> <p>Students stay in the classroom at desks or eat outdoors adequately spaced 6 feet apart. They will only remove face coverings to eat or drink while maintaining distancing.</p> <p>Food will not be shared among students and/or staff.</p> <p>Tables and desks will be cleaned and disinfected before and after meals. Students and staff will wash or sanitize hands before meals and will be encouraged to do so after. All items and surfaces will be cleaned and/or sanitized as appropriate thoroughly after meals. (School only has one stable cohort.) (See CCS Communicable Disease Management Plan).</p> <p>School is small and does not have a staff room or common staff lunch area. Face coverings will be worn except when eating or drinking.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child. ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep five feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the <i>Ready Schools, Safe Learners</i> guidance. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings for all students, applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. This prevents eating while on the bus. ☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible. 	<p>Transportation: Students will be individually transported by their family or by individual family arranged cars. No buses or public transportation will be used to transport students.</p> <p>Students will be dropped off in the driveway near the entrance and come directly into the school. Parents will remain in their vehicle. Students will be dismissed by the teacher and met at the drop-off location when the vehicle comes to a stop. Parents will remain in the vehicle. The teacher will communicate with parents while they are in the vehicle, maintaining social distancing and wearing a face covering or face shields.</p> <p>Supervise front drop off area to ensure students are adhering to distancing guidelines.</p> <p>Students will enter and exit school through the front classroom door.</p> <p>Upon arrival, staff members will conduct a health screening of all students prior to their entering the school building.</p> <p>Logs of health screening will be kept for a minimum of 4 weeks.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC 	<p>Cleaning and Disinfectants: All used surfaces and shared objects will be sanitized and disinfected frequently/multiple times per day. Classrooms, eating spaces, restrooms and playgrounds will be cleaned and disinfected on a frequent basis.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.</p> <ul style="list-style-type: none"> ☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems must 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 shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) ☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. ☒ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. ☒ 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 must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<p>Outdoor learning space has 100% of its square footage open for airflow.</p> <p>Refer to section 2g for playground equipment.</p> <p>Disinfectants will be safely and correctly used following labeling directions as specified by the manufacturer. These products will be kept away from students. School will only use disinfectants that do not exacerbate asthma or lung/breathing challenges. See CCS Communicable Disease Management Plan.</p> <p>Ventilation: All student areas will be ventilated, and school will increase the circulation of outdoor air as much as possible by opening windows and doors. Fans will be used with open windows and doors, when possible. Thought will be given to increase ventilation in areas where students with special health care needs sit. The HVAC system air recycling will be on at all times. CCS will not prop open doors that can pose a safety or security risk to students and staff.</p> <p>HVAC air filters are regularly maintained and intake ports are also cleaned and maintained.</p> <p>Increased ventilation will be considered should such cases arise.</p> <p>School will be cleaned and disinfected at least daily.</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. 	<p>Isolation of Students: Students or staff who become sick or show signs of illness on campus will be isolated to the Infirmary Space located in the library. This space will be thoroughly cleaned and disinfected between uses. Students will be supervised until parent arrives to pick them up. Supervising staff will maintain a safe distance while visibly being able to monitor student and keep them comfortable. Collaboration will take place with the designated safety officer, the on-</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<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).	call nurse as well as the LPHA.

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the “household” or “family unit” applies to your residents and staff <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. <p>Exception K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the Ready Schools, Safe Learners guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the Ready Schools, Safe Learners guidance and any other applicable sections, including Section 2L of the Ready Schools, Safe Learners guidance.	N/A
<input type="checkbox"/> The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.	
<input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.	
<input type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> • Limit travel to essential functions. • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. 	
<input type="checkbox"/> Any boarding students newly arriving to campus will either: <ul style="list-style-type: none"> • Complete a quarantine at home for 14 days* prior to traveling to the school, OR • Quarantine on campus for 14 days.* <p>* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may</p>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).</p> <p><input type="checkbox"/> Student transportation off-campus is limited to medical care.</p>	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. Fire drills must be conducted monthly. Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must 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 shall 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 checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</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>Every month there will be at least 30 minutes of training with students for emergency preparedness. They will be drilled for fire, earthquake and safety threats.</p> <p>* Fire drills will be conducted monthly.</p> <p>*Earthquake drills will be conducted at the beginning of each semester.</p> <p>*Safety threat training and drills will be conducted at the beginning of each semester.</p> <p>Training and drills will be conducted with physical distancing as much as is possible. Drills will be conducted within the 15 min time frame.</p> <p>Drills will be practiced correctly.</p> <p>There is only one teacher so staff training is not needed.</p> <p>We are one stable cohort and will not need multiple drills.</p> <p>Students will properly sanitize after drills are 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 student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p><input checked="" type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short</p>	<p>Students with lagging skills will receive continued instructions to ensure understanding and compliance.</p> <p>Students with severe behavior issues will not be admitted until behaviors are under control or a parent will need to accompany student to school and have their own 36 square feet near their child.</p> <p>CCS will establish daily routines to build self-regulation skills at appropriate times and according to behavior needs.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>(5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p> <ul style="list-style-type: none"> ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> ☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.	<p>The teacher is trained in de-escalation techniques that do not require restraining and secluding while remaining calm.</p> <p>No staff</p> <p>CCS will follow the empathy guidelines for students that may struggle to self-regulate during routine drills that may cause a health and safety problem. Proper documentation will be logged, and students and teacher will maintain social distancing. If there is contact, they will sanitize appropriately.</p> <p>CCS will follow safe protocols with students that require isolation from peers. If the room needs cleared after de-escalation procedures fail, students will evacuate to the covered play area. Logs will be kept, and proper sanitation will be followed.</p> <p>If CCS has unexpected interaction with Kids Academy, contacts will be noted in the appropriate contact logs.</p> <p>Students with aggressive behaviors will be handled in with calm, using de-escalation techniques. Students’ dignity will be honored, and the least restrictive measures will be taken. Hands will be sanitized if there is any contact between students and staff. Appropriate logs will be maintained.</p> <p>All space will be appropriately cleaned and sanitized after use.</p>

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.	All reusable PPE will be appropriately cleaned after any physical interventions.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<p>CCS will refer to the “Planning for COVID-19 Scenarios in Schools” toolkit when necessary.</p> <p>LPHA Communication: Countryside Christian School will sign up for regular email updates from the LPHA showing the current transmission level.</p> <p>Key Stakeholders: Parents, the local school board, the Oregon Conference of Education and the LPHA will be notified immediately via phone, text or email if a confirmed case of COVID-19 is identified in one of the students or staff in the school. Once a directive is given to the school via the LPHA, stakeholders will again be notified in the same manner.</p> <p>Reports: When a diagnosed case is provided, the LPHA will provide a report and impose restrictions on contacts.</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students.	<p>CCS will utilize the “Planning for COVID-19 Scenarios” toolkit in responding to a COVID-19 outbreak in the school.</p> <p>Distance learning protocols will be put into place if the school or a cohort is unable to meet on-site due to an outbreak or an identified case. Students will be given rich learning opportunities during the off-campus distance learning times.</p> <p>Learners provide their own lunches at Countryside Christian School 3 out of 4 days of the week. On Hot lunch days a certified food service provider will provide lunch trays for individual students. They will follow all protocols and procedures for sanitation and social distancing. Students’ lunches will be served on a roller cart so that minimal contact will take place.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and	<p>The school will review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit in the recovery and reentry phase.</p> <p>All surfaces will be cleaned, sanitized, and disinfected as outlined in the <i>CCS Communicable Disease Management Plan</i>, in response the</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
playgrounds. <input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	ODE's <i>Ready Schools, Safe Learners</i> Document. The LPHA will be the guiding authority to begin bringing students back into on-site instruction after a positive confirmed case is reported.



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>