**21st CCLC OPERATIONAL BLUEPRINT FOR REENTRY 2020-21**



**Overview:**

21st CCLC programs must use the [***Ready Schools, Safe Learners*** guidance](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf) document, and *21st CCLC Companion Guidance* document as they complete their Blueprint. ODE recommends plan development be inclusive of, but not limited to, partnering community based organizations, school districts, principals, teachers and school staff, health and nursing staff, nutrition services, transportation services, parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

There are three color-coded sections in the 21st CCLC Operational Blueprint for Reentry.

Section 1: Program Overview (required for all centers/sites)

Section 2: Distance Learning (required for virtual programming)

Section 3: Essential Requirements for Hybrid / On-Site Models (required for Hybrid/On-Site programming)

**Instructions:**

Complete the following program Operational Blueprint for each site/center under the grant by typing your answer to each question in the boxes provided. The planning document will serve as a living document and can be updated with additional information as the year progresses. Please do not delete any information that you submit in your original plan. Instead, when you need to update sections of the plan, change the font color to red and enter the date before adding the updated information. An example of how to add an updated entry is displayed below:

10/24/2020 – Program hours changed to 3:30-5:30 on Mondays and Wednesdays to allow for additional time for cleaning.

**Final Submission Requirements:**

* All 21st CCLC programs must make their Operational Blueprint available to the community on the program or district website.
* Each 21st CCLC grantee must submit a separate Operational Blueprint for each site/center.
* Blueprints must be submitted to ODE via email to [**Leslie Casebeer**](mailto:leslie.casebeer@state.or.us)before the start of fall programming for the 2020-2021 school year.
* 21st CCLC programs are expected to update this document on a monthly basis if changes have been made to any element of program delivery (e.g., program location, hours, instructional model, etc.).

Please don’t hesitate to contact [Raquel Gwynn](mailto:raquel.gwynn@state.or.us) or [Leslie Casebeer](mailto:leslie.casebeer@state.or.us) if you have any additional questions.

**SECTION 1: Program Overview**

*This section must be completed by all 21st CCLC program sites/centers.*

1. Please fill out information:

| **SCHOOL/DISTRICT/PROGRAM INFORMATION** | |
| --- | --- |
| Grantee Program Name |  |
| Program Director |  |
| Center or Site Name |  |
| Location |  |
| Feeder Schools |  |
| Center Coordinator Name |  |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements (on-site and hybrid models only) |  |
| Program Start Date |  |
| Attendance Goal (from original application) |  |
| Projected number of students served |  |
| Total number of weeks of programming |  |

1. Indicate which instructional model will be used.

| *Select One:* | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **On-Site Learning** |  |  | **Hybrid Learning** |  |  | **Distance Learning** |

1. Complete the table below with the planned schedule for your program. Include hours of operation (both AM and PM), location, and delivery method.

**Reminder:** programs must operate a minimum of 12 hours in a typical week, or equal four service days per week, be open at least 2 hours a day totaling a minimum of 300 program hours per school year.

| **Center or Site Name:** | | | |
| --- | --- | --- | --- |
| **Day** | **Hours** | **Location** | **Delivery Method**  **(In-person or Virtual)** |
| **Monday** |  |  |  |
| **Tuesday** |  |  |  |
| **Wednesday** |  |  |  |
| **Thursday** |  |  |  |
| **Friday** |  |  |  |
| **Sat/Sun** |  |  |  |

1. Describe how students will be selected/admitted/recruited to your 21st CCLC program. Please include how the program will prioritize services to foster better and more equitable opportunities for students who are:
   1. historically underserved;
   2. differentially impacted by the virus (technology barriers, isolation, etc.); and/or
   3. In need of additional support (academic, social and emotional, etc.).

|  |
| --- |

1. Describe any modifications to your communication plan with families that will allow you to reach caregivers quickly and efficiently if changes to programming are required.

|  |
| --- |

1. Describe any program modifications intended to help meet the academic and social/emotional needs of students who attend your program. This may include remediation, an SEL curriculum, hiring additional staff, etc.

|  |
| --- |

1. 21st CCLC programs are expected to provide snacks/meals through USDA Child Nutrition Programs during regular program operations. Describe plans and any modifications in providing access to meals.

|  |
| --- |

**SECTION 2: DISTANCE LEARNING**

*This section must be completed by any 21st CCLC program that is seeking to provide services through Distance Learning.*

| **Describe why you are selecting Distance Learning as the 21st CCLC program’s Instructional Model for the effective dates of this plan.** |
| --- |
|  |

| **Programs are required to take attendance for virtual programming. Describe the criteria that will be used to determine “attendance” for virtual program days. In addition, describe how you will assess the engagement levels of students during virtual programming.** |
| --- |
|  |

| **If a program site will be serving students partially or entirely through Distance Learning, to what extent will you be able to meet the following 21st CCLC hourly requirements?** |
| --- |
|  |

| **What precautions will be taken to ensure that the Distance Learning content is delivered safely and securely?** |
| --- |
|  |

**SECTION 3: ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE MODELS**

*This section must be completed by any 21st CCLC site/center that is providing instruction through On-Site or Hybrid Instructional Models.*

| Heart with pulse | **0. Community Health Metrics** |
| --- | --- |

**METRICS FOR ON-SITE OR HYBRID INSTRUCTION**

|  | The program currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the 21st CCLC program must return to Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.* |
| --- | --- |

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

|  | The feeder school to the 21st CCLC program currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance). |
| --- | --- |
|  | The feeder school to the 21st CCLC program currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance). |
|  | The feeder school to the 21st CCLC program currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance). |
|  | The feeder school to the 21st CCLC program currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance). |
|  | The feeder school to the 21st CCLC program currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance). |
|  | The feeder school to the 21st CCLC program currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance). |

| **""** | **1. Public Health Protocols** |
| --- | --- |

**1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Implement measures to limit the spread of COVID-19 within the school setting. |  |
|  | Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. |  |
|  | Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. |  |
|  | Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the 21st CCLC programs policies and plans. Review relevant local, state, and national evidence to inform plan. |  |
|  | Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance focused on 21st CCLC programming. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. |  |
|  | Protocol to notify the local public health authority ([LPHA Directory by County](https://www.oregon.gov/oha/ph/providerpartnerresources/localhealthdepartmentresources/pages/lhd.aspx)) of any confirmed COVID-19 cases among students or staff. |  |
|  | Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. |  |
|  | Process to report to the LPHA any cluster of any illness among staff or students. |  |
|  | Protocol to cooperate with the LPHA recommendations. |  |
|  | Provide all logs and information to the LPHA in a timely manner. |  |
|  | Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). |  |
|  | Protocol to isolate any ill or exposed persons from physical contact with others. |  |
|  | Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). |  |
|  | 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](https://www.oregonschoolnurses.org/resources/covid-19-toolkit).   * If a student(s) is part of a stable cohort(a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. * If a student(s) is not part of a stable cohort, then an individual student log must be maintained. |  |
|  | Required components of individual daily student/cohort logs include:   * Child’s name * Drop off/pick up time * Parent/guardian name and emergency contact information * All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student |  |
|  | Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. |  |
|  | Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. |  |
|  | Process to ensure that the 21st CCLC program in connection with school and district reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. |  |
|  | Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance). |  |

**1b. HIGH-RISK POPULATIONS**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. |  |
| **Medically Fragile, Complex and Nursing-Dependent Student Requirements** | |
|  | All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](https://www.oregonlaws.org/ors/336.201)) defines three levels of severity related to required nursing services:   1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. |
|  | 21st CCLC program staff, in partnership with school staff, administrators and school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:   * Communicate with parents and health care providers to determine return to school status and current needs of the student. * Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. * Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. * The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. * Service provision should consider health and safety as well as legal standards. * Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf). * Work with an interdisciplinary team to meet requirements of ADA and FAPE. * High-risk individuals may meet criteria for exclusion during a local health crisis. * Refer to updated state and national guidance and resources such as: * U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. * ODE guidance updates for Special Education. Example from March 11, 2020. * OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’ * OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. |

**1c. PHYSICAL DISTANCING**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | 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. |  |
|  | Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. |
|  | Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. |
|  | Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). |
|  | Plan for students who will need additional support in learning how to maintain physical distancingrequirements. Provide instruction; don’t employ punitive discipline. |
|  | Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. |

**1d. COHORTING**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Where feasible, establishstable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.   * The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. |  |
|  | Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. 21st CCLC programs should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. |
|  | Each site or center must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the ***Ready Schools, Safe Learners*** guidance). |
|  | Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. |
|  | Cleaning and disinfectingsurfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. |
|  | Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to 21st CCLC programs. |
|  | Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. |

**1e. PUBLIC HEALTH COMMUNICATION**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | 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. |  |
|  | Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.   * The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). |
|  | Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. |
|  | Provide information in languages and formats accessible to the school community. |

**1f. ENTRY AND SCREENING**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:   * Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. * Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from CDC.](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) * In addition to COVID-19 symptoms, students should be excluded from programs for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of [OHA/ODE Communicable Disease Guidance](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Updated%20CD%20Guidance.pdf?utm_medium=email&utm_source=govdelivery). * Emergency signs that require immediate medical attention: * 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 |  |
|  | Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.   * Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. [See table “*Planning for COVID-19 Scenarios in Schools.*”](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools%20August%202020.pdf) * [Additional guidance](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf) for nurses and health staff. |
|  | Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. [See table“*Planning for COVID-19 Scenarios in Schools.*”](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools%20August%202020.pdf) |
|  | Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from programs. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from programs. |
|  | Hand hygiene on entry to the 21st CCLC program every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. |

**1g. VISITORS/VOLUNTEERS**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Restrict non-essential visitors/volunteers.   * Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. * Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. |  |
|  | Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. [See table“*Planning for COVID-19 Scenarios in Schools.*”](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools%20August%202020.pdf) |
|  | Visitors/volunteers must wash or sanitize their hands upon entry and exit. |
|  | Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. |

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

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following [CDC guidelines for Face Coverings](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html). Individuals may remove their face coverings while working alone in private offices. |  |
|  | Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html). |
|  | If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:   * Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” * Students should not be left alone or unsupervised; * Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; * Provide additional instructional supports to effectively wear a face covering; * Provide students adequate support to re-engage in safely wearing a face covering; * Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. |
|  | Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.   * [Additional guidance](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf) for nurses and health staff. |
| **Protections under the ADA or IDEA** | |
|  | If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:   * Offering different types of face coverings and face shields that may meet the needs of the student. * Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised. * Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; * Additional instructional supports to effectively wear a face covering; |
|  | For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction. |
|  | Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.   * If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students.  * Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.  * If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, * If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.  1. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. |
|  | For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. |
|  | If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure. |

**1i. ISOLATION AND QUARANTINE**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. |  |
|  | Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.   * Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. * Consider required physical arrangements to reduce risk of disease transmission. * Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. * [Additional guidance](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf) for nurses and health staff. |
|  | Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.   * School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. * After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. * If able to do so safely, a symptomatic individual should wear a face covering. * To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. |
|  | Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. |
|  | Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in[“*Planning for COVID-19 Scenarios in Schools.*”](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools%20August%202020.pdf) |
|  | Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). |
|  | Record and monitor the students and staff being isolated or sent home for the LPHA review. |

| **""** | **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 program’s setting, 21st CCLC programs will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, 21st CCLC programs 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: This section does not apply to 21st CCLC programs- See 21st CCLC Companion Guidance page \_\_\_)*

**2b. ATTENDANCE**

*(Note: Section 2b does not apply to 21st CCLC programs- See 21st CCLC Companion Guidance page \_\_\_.)*

**2c. TECHNOLOGY**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Update procedures for 21st CCLC purchased devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). |  |
|  | Procedures for return, inventory, updating, and redistributing 21st CCLC purchased devices must meet physical distancing requirements. |

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

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. | * **Handwashing:** * **Equipment:** * **Events:** * **Transitions/Hallways:** * **Personal Property**: |
|  | **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. |
|  | **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. |
|  | **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. |
|  | **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. |

**2e. ARRIVAL AND DISMISSAL**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | 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.   * 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. |

**2f. CLASSROOMS/REPURPOSED LEARNING SPACES**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | **Seating:** Rearrange student desks and other seat spaces *s*o that staff and students’ physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. | * **Seating:** * **Materials:** * **Handwashing:** |
|  | **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. |
|  | **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.   * Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. |

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

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | 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](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le2342E.pdf)). |  |
|  | After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. |
|  | Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. |
|  | Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with[CDC guidance.](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html) |
|  | Cleaning requirements must be maintained (see section 2j of the ***Ready Schools, Safe Learners*** guidance). |
|  | Maintain physical distancing requirements, stable cohorts, and square footage requirements. |
|  | Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). |
|  | Design recess activities that allow for physical distancing and maintenance of stable cohorts. |
|  | Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html). |
|  | Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. |

**2h. MEAL SERVICE/NUTRITION**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Include meal services/nutrition staff in planning for school reentry. |  |
|  | Prohibit self-service buffet-style meals. |
|  | Prohibit sharing of food and drinks among students and/or staff. |
|  | At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. |
|  | Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). |
|  | Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. |
|  | Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). |
|  | Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. |
|  | Adequate cleaning and disinfection of tables between meal periods. |
|  | Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. |

**2i. TRANSPORTATION**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Include transportation departments (and associated contracted providers, if used) in planning for return to service. |  |
|  | Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). |
|  | Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure.   * If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. * The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. * The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. * If arriving at school, notify staff to begin isolation measures. * If transporting for dismissal and the student displays an onset of symptoms, notify the school. |
|  | Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. |
|  | Drivers wear face shields or face coverings when not actively driving and operating the bus. |
|  | Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). |
|  | Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html) applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings. |

**2j. CLEANING, DISINFECTION, AND VENTILATION**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ([CDC guidance)](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html) environments, including classrooms, cafeteria settings and restrooms. |  |
|  | Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html). |
|  | 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 should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. |
|  | Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. |
|  | Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. |
|  | Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC’s guidance on disinfecting public spaces](https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html)). |
|  | Consider modification or enhancement of building ventilation where feasible (see [CDC’s guidance on ventilation and filtration](https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers’ guidance](https://www.ashrae.org/news/ashraejournal/guidance-for-building-operations-during-the-covid-19-pandemic)). |

**2k. HEALTH SERVICES**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | 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. |  |
|  | 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). |

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

**(Not required for 21st CCLC programs)**

**2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | 21st CCLC programs are required to have emergency preparedness plans and to practice emergency drills. 21st CCLC programs that operate an On-Site or Hybrid model must update plans practice drills on emergency procedures so that students and staff can respond to emergencies. |  |
|  | Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. |
|  | 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. |
|  | School-based 21st CCLC programs should follow school processes and protocols to the extent practicable. |

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

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | 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. |  |
|  | Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. |
|  | 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. |
|  | Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. |
|  | 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:   * Student elopes from area * If staff need to intervene for student safety, staff should:   + Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand… How can I help?”) to attempt to re-regulate the student without physical intervention.   + Use the least restrictive interventions possible to maintain physical safety for the student and staff.   + Wash hands after a close interaction.   + Note the interaction on the appropriate contact log. * \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. * Student engages in behavior that requires them to be isolated from peers and results in a room clear. * If students leave the classroom:   + Preplan for a clean and safe alternative space that maintains physical safety for the student and staff   + Ensure physical distancing and separation occur, to the maximum extent possible.   + Use the least restrictive interventions possible to maintain physical safety for the student and staff.   + Wash hands after a close interaction.   + Note the interaction on the appropriate contact log. * \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. * Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). * If staff need to intervene for student safety, staff should:   + Maintain student dignity throughout and following the incident.   + Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand… How can I help?”) to attempt to re-regulate the student without physical intervention.   + Use the least restrictive interventions possible to maintain physical safety for the student and staff   + Wash hands after a close interaction.   + Note the interaction on the appropriate contact log. * \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. |
|  | Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. |
| **Protective Physical Intervention** | |
|  | Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation). |

| "" | **3. Response to Outbreak** |
| --- | --- |

**3a. PREVENTION AND PLANNING**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Review the “[*Planning for COVID-19 Scenarios in Schools*](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools%20August%202020.pdf)” toolkit. |  |
|  | Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. |

**3b. RESPONSE**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Review and utilize the “[*Planning for COVID-19 Scenarios in Schools*](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools%20August%202020.pdf)” toolkit. |  |
|  | Ensure continuous services and implement Distance Learning. |
|  |  |

**3c. RECOVERY AND REENTRY**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Review and utilize the “[*Planning for COVID-19 Scenarios in Schools*](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools%20August%202020.pdf)” toolkit. |  |
|  | Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html) for classrooms, cafeteria settings, restrooms, and playgrounds. |
|  | 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. |



**ASSURANCES**

*This section must be completed by any 21st CCLC program that is providing instruction through On-Site or Hybrid Instructional Models.*

|  | We affirm that our 21st CCLC program 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 0, 1, 2, and 3 of the [***Ready Schools, Safe Learners***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf) guidance, and * The 21st CCLC Companion Guidance to Ready Schools, Safe Learners. |
| --- | --- |
|  | We affirm that our 21st CCLC program plan does not meet the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:   * Sections 0, 1, 2, and 3 of the [***Ready Schools, Safe Learners***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf) guidance, and * The 21st CCLC Companion Guidance to Ready Schools, Safe Learners.   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. |

**Assurance Compliance and Timeline  
If a 21st CCLC program 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**  *Include how/why the program is currently unable to meet them* |
| --- | --- |
|  |  |

**21st CCLC Program Director Signature: ­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Authorizing Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Print or type Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Organization/Agency**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date Signed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_