



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/25/2021

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	Central Catholic High School, Archdiocese of Portland, Oregon
Key Contact Person for this Plan	Danyelle Ramsey, Principal
Phone Number of this Person	(503) 235-3138 ext. 1124
Email Address of this Person	dramsey@centralcatholichigh.org
Sectors and position titles of those who informed the plan	President, Principal, Assistant Principal of Curriculum Design and Instruction, Director of Athletics, Dean of Student Life, Dean of Student Management, Safety, and Security, Director of Facilities, Director of Finance, Vice President of Advancement, Director of Admissions, Academic Council representing seven academic department chairs, Librarian, counselors, and the school’s Contact Tracer for COVID-19 response.
Local public health office(s) or officers(s)	Multnomah County Health Department, Patricia Charles-Heathers, Ph.D, MPA - Director

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.

Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Danyelle Ramsey, Principal; David Shephard, Dean of Student Management, Safety and Security; and Mike Pinder, Director of Facilities.
Intended Effective Dates for this Plan	January 26, 2021
ESD Region	Multnomah Educational Service District

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 have used a variety of methods to engage our community in our planning for re-opening for 2020-21. In March and April of 2020, Central Catholic sent a survey to every student and parent/guardian to get feedback on what was working and what was not in remote learning.

We have since followed up with two comprehensive surveys of faculty, students, and parents in May of 2020, and again in August 2020, October 2020, and most recently in January of 2021. We used those responses to guide our planning. We have also held listening sessions and Q&A sessions for students, parents and guardians and faculty and staff.

Our main constituency for planning has been our leadership team, as well as faculty and staff. We have been in regular contact with Central Catholic teachers, including weekly emails, regular department meetings throughout the spring and summer of 2020, and many group and individual conversations.

In May, we shared with our Academic Council and then with departments draft schedules, and solicited feedback via an all-staff survey. On June 30, we sent the final draft of our planned hybrid schedule to all faculty and staff, and held Zoom conversations with the entire faculty and staff on July 13 and 14, 2020 as well professional development sessions to prepare for Hybrid learning.

In May 2020, Admissions Director Paul O’Malley and Principal, Danyelle Ramsey held a series of Zoom sessions for incoming freshmen and the parents of the Class of 2024, who are new to our community. Members of our Parent Council called home to every new parent in June of 2020 to get their input and take questions.

In addition, on July 12, 2020, Central Catholic emailed all parents and students a letter outlining our plans for a hybrid schedule, health and safety protocols, cleaning procedures, and promised to continue updating them.

The week of July 20, 2020, we emailed home the final draft of the schedule and calendar for semester 1 of 2020-21, and held a series of Zoom “town hall” meetings with students and parents.

We have continued to hold Zoom calls with staff, parents and students. On August 11, the day the new ODE/OHA guidance came out, faculty and staff participate in a Zoom call with school administrators. On August 18, students and parents participated in grade-specific Zoomed sessions.

Administration has continued to update and engage The Central Catholic Board of Directors, and The Parents Association in processes and protocols at regularly held meetings.

Administration is hosting zoom meetings with students and parents on January 20 and 21 to further engage the community in regard to transitioning to blended learning.

See also this page, our landing point for all info related to reopening:

<https://www.centralcatholichigh.org/parents/return-to-school-protocol.html>

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 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 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 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 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 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 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. 	<p>MEASURES TO LIMIT THE SPREAD OF COVID-19 WITHIN OUR COMMUNITY:</p> <p>COVID-19 Testing On-Site: Central Catholic is partnering with Northwest Mobile Testing to provide entry testing: universal one-time testing to identify asymptomatic individuals who could potentially introduce infection to the school community. This will be an antigen test for all students, faculty and staff who plan to be on campus for hybrid learning, co-curriculars, or any school activity. Cohort Group A will be tested on Monday, January 25th. Cohort Group B will be tested on January 30 and 31. A test through Northwest Mobile Testing will be required for anyone to be allowed on campus. All testing will take place at Central Catholic High School.</p> <p>Key administrators, faculty, and staff are being trained in symptomatic Testing. This is testing done for symptomatic individuals to identify a COVID-19 infection if they present symptoms while on campus. Offering a school-based option for rapid testing and results helps to provide reassurance that risk mitigation can be implemented quickly. Training and testing for symptomatic testing is provided by the Oregon Health Authority.</p> <p>Central Catholic is considering surveillance testing as we move through the month of February and will take direction from the Oregon Health Authority depending on the availability of vaccines, how well we have been able to control spread within the community, and State and Federal plans to support surveillance testing in schools.</p> <p>COVID Symptom Response Plan:</p> <p>Community Response: STAY HOME WHEN YOU ARE SICK:</p>

<ul style="list-style-type: none"> <input 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 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 type="checkbox"/> Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. <input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input 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 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 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 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 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 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 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 type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance). 	<p>Students, faculty, and staff who develop primary symptoms of illness (cough, a temperature of 100.4°F or higher, chills, shortness of breath, difficulty breathing, or new loss of taste or smell) will report this to the school.</p> <p>The school will record the symptoms reported or observed using a symptom tracking tool. This form allows for the CONFIDENTIAL documentation of symptoms and the date school became aware and excluded the individual.</p> <p>Students, faculty, and staff who have symptoms will stay home or be sent home.</p> <p>Students, faculty, and staff who have been exposed to someone who has tested positive for COVID-19, is waiting for a COVID-19 test result for themselves, or has a positive COVID-19 test result will report this exposure to the school prior to returning to campus through our reporting system using the COVID-19 Event Reporting Form and should remove themselves from all on-campus contact until they have communicated with our Designated Contact Tracer for clearance.</p> <p>Any questions regarding COVID-19 health concerns, contact tracing, symptoms, isolation, and quarantine should be directed to healthreporting@centralcatholichigh.org</p> <p>School Response: Students, faculty, and staff who develop symptoms of illness while at school will alert their teacher and/or [supervisor] immediately. We encourage all students with COVID-19 symptoms to seek medical advice. If the ill person has non- COVID-19 symptoms, then usual disease-specific return-to-school guidance should be followed.</p> <p>Responses to reports of COVID-19 symptoms depend on factors such as exposure, alternative diagnosis, and testing status criteria as described for each COVID-19 scenario outlined through the RSSL Planning for COVID-19 Scenarios in Schools:</p> <p>Scenario A (ODE 2a): The ill person has no known COVID-19 contacts in the past 14 days. Send or stay home to isolate for 10 days after symptoms first appeared and until 24 hours after the fever is resolved, without the use of fever-reducing medicine, and other symptoms are improving. ● If the ill person has a clear alternative non-respiratory diagnosis identified by a healthcare provider as the cause of the person's illness (e.g., a positive urine culture in a child with fever), then usual disease-specific return-to-school guidance should be followed and the person should be fever-free for 24 hours, without the use of fever-reducing medicine. ○ A healthcare provider note is required for return to school before 10 days of isolation, ensuring that the person is no longer contagious.</p> <p>Scenario Ai (ODE 4a): An ill student or staff member does not get tested and no known COVID-19 contacts in the past 14 days. with a COVID-19 viral test. Isolate at home for 10 days after symptoms first appear and until 24 hours after the fever is resolved, without the use of fever-reducing medicine, and other symptoms are improving. ● If the ill person has a clear alternative non-respiratory diagnosis is identified by a healthcare provider as the cause of the person's illness (e.g., a positive urine culture in a child with fever), then usual disease-specific return-to-school guidance should be followed and the person should be fever-free for 24 hours, without the use of fever-reducing medicine. ○ A healthcare provider note is required for return to school before 10 days of isolation, ensuring that the person</p>
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is no longer contagious. If the ill person has no alternative diagnosis is identified by a healthcare provider as the cause of the person’s illness, all household members must quarantine at home.

Scenario B (ODE 2b):

The ill person was in close contact with someone who had confirmed COVID-19 in the past 14 days. Record the symptoms reported or observed, and the date school became aware/excluded the individual. Send the student or staff home to isolate. The ill person may be a “presumptive case,” due to their symptoms and recent contact with a COVID-19 case. ● Record the symptoms reported or observed, and the date school became aware/excluded the individual. Seek testing from a healthcare provider.

If a Symptomatic Person Tests Positive While On Campus The School Will:

Close off areas used by the person who is sick.

Clean and disinfect all exposed areas. Wait 24 hours or, if a 24-hour wait is not possible, wait as long as practical before we clean or disinfect.

Open outside doors and windows to increase air circulation in the exposed area

Collect information about the student, faculty, and staff contacts among people in the building for the period starting two (2) days prior to symptom onset to identify other people who could be considered exposed.

If a student, faculty, and staff person is confirmed infected we will inform the school community of their possible exposure to COVID-19 in the school within 24 hours but maintain confidentiality as required by the Americans with Disabilities Act.

Our Contact Tracer will instruct those potentially exposed about how to proceed based on the CDC Public Health Recommendations for Community-related Exposure and will follow the guidance of the Multnomah County Health Department for recommendations for isolation and quarantine.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is 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 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 type="checkbox"/> Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEFA During CDL and Hybrid.</p>	<p>STUDENT SUPPORT SERVICES</p> <p>Student Support Services has been developed to support student success. These services are designed to help those students with learning challenges succeed within the regular high school experience.</p> <p>For students with documented learning needs, our specialist will work with a team to create a plan to address the specific accommodations needed by the student to succeed in all courses. Support service classes such as Academic Support, Math Lab, and Language Arts Lab courses are specifically designed for students who need targeted support in those areas. Please contact Audrey Hart, ahart@centralcatholichigh.org, for further information.</p> <p>Student Intervention Team (SIT) The Student Intervention Team’s primary function is routine, structured problem solving in conjunction with teachers requesting assistance, and the resolution of student-centered problems. The Student Intervention Team works effectively with other teachers and staff members, analyzes student problems, and designs interventions powerful enough to effect the desired change. The functions and services the team provides vary with the needs of the individual student.</p>

<p><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	<p>The SIT has a vital role in creating a high achieving school as expressed in the following goals:</p> <ol style="list-style-type: none"> 1. Enable teachers to teach students more effectively. 2. Enable students to acquire academic and social competencies, achieve standards, and become independent learners for life. 3. Create a collaborative culture among all staff. <p>RAMS PROGRAM</p> <p>Students in the RAMS Program are among our most vulnerable populations during this pandemic. It is essential we provide the utmost care and concern for their safety and access to the learning environment. The following protocols have been developed through an equity lens:</p> <p>Classrooms 253 and 254, the bathrooms by the elevators, and the upper hallway will continue to be solely designated for our RAMS Program. The stairwell by the library and the hallway between rooms 253 and 252 will be stanchioned for RAMS Program Access only. RAMS students are expected to follow all social distancing, masking, and hygiene protocols at all times. All RAMS students will be placed in Cohort B with a few exceptions for siblings. Parents of RAMS students have the option for their student to choose to continue their learning in Room 254, as a non-cohort student with little to no exposure to the typical population, or to continue their learning in Room 253 as a blended learning environment with exposure to some peer mentors and the possibility of time in the typical classroom. Both learning options provide a combination of live instruction and digital instruction with support. RAMS students will have on-campus instruction every day not including Student Life Wednesday. Activities on Student Life Wednesday are optional and are at the parent's discretion for student participation. RAMS students in the non-cohort model for learning will eat lunch in Room 254. Students that choose the blended learning model will transition to lunch in the typical setting. RAMS students will use the cafeteria door entrance and will follow wellness and temperature check protocols. RAMS students will have staggered start and end time to their day using the following schedule: Blended Learners: Arrive at 7:45 am and Depart at 2:25 pm. Parents can request a later departure time if necessary. Non-Cohort Learners: Arrive by 8:00 and Depart at 2:15 pm. Any request for an extended departure increases the risk of exposure to the general population. All other school policies, procedures, and protocols are expected to be followed by our RAMS students and their families.</p>
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1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.</p> <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. 	<p>PHYSICAL DISTANCING GUIDELINES</p> <p>When coming to campus, it is important to stay at least (6) six feet away from other people and wear a cloth face covering (covering both the nose and mouth at all times) to slow the spread of COVID-19.</p> <p>Consider the following tips for practicing physical distancing when leaving to come to school:</p> <p>Know Before You Go: Before going out, know, and follow the guidance from local public health authorities where you live.</p> <p>Prepare for Transportation: Consider social distancing options to travel safely when commuting to and from school, whether walking, bicycling, wheelchair rolling, or using public transit, rideshares, or taxis. When</p>

- 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.

using public transit, try to keep at least (6) six feet from other passengers or transit operators – for example, when you are waiting at a bus station or selecting seats on a bus or train. When using rideshares or taxis, avoid pooled rides where multiple passengers are picked up, and sit in the back seat in larger vehicles so you can remain at least (6) six feet away from the driver. Follow these additional tips to protect yourself while using transportation.

Limit Contact When Going to and From School: Limit stops between home and school. Only visit stores selling household essentials in person when you absolutely need to, and stay at least (6) six feet away from others who are not from your household while shopping and in lines. If possible, use the drive-thru, curbside pick-up, or delivery services to limit face-to-face contact with others. Maintain physical distance between yourself and delivery service providers during exchanges and wear a cloth face covering.

Choose Safe Social Activities: It is possible to stay socially connected with friends and family who do not live in your home by calling, using video chat, or staying connected through social media. If meeting others in person (e.g., at small outdoor gatherings, yard or driveway gathering with a small group of friends or family members outside of school), stay at least (6) six feet from others who are not from your household. Follow these steps to stay safe if you will be participating in personal and social activities outside of your school cohort or home.

Maintain Distance at Events and Gatherings: It is safest to avoid crowded places and gatherings where it may be difficult to stay at least (6) six feet away from others who are not from your household. If you are in a crowded space, try to keep (6) six feet of space between yourself and others at all times, and wear a cloth face covering. Cloth face coverings are especially important in times when physical distancing is difficult. Pay attention to any physical guides, such as tape markings on floors or signs on walls, directing attendees to remain at least (6) six feet apart from each other in lines or at other times. Allow other people (6) six feet of space when you pass by them in both indoor and outdoor settings.

Stay Distanced While Being Active: Consider going for a walk, bike ride, or wheelchair roll in your neighborhood or in another safe location where you can maintain at least (6) six feet of distance between yourself and other pedestrians and cyclists. If you decide to visit a nearby park, trail, or recreational facility, first check for closures or restrictions. If open, consider how many other people might be there and choose a location where it will be possible to keep at least (6) six feet of space between yourself and other people who are not from your household. The more you keep yourself safe and follow these guidelines outside of school, the safer you keep your friends and family and we can all keep the school open!

Shared School Spaces:

We have completed a study of all spaces in the school to ensure that all students maintain physical distance of (6) six feet. We are making modifications as needed. Policies are in place regarding the use of shared spaces, locker rooms, the weight room, cafeteria procedures, and restroom use. Hand sanitizing stations will be available in each classroom.

Entrances, exits, and travel patterns on campus are limited and signage is in place to provide direction.

The school will not utilize lockers or locker rooms during blended learning to help maintain physical distancing and traffic patterns in the school.

Student life activities are essential to building community and providing robust educational opportunities in an inclusive and supportive community. Our traditional student life activities including retreats, liturgies, Christian Service, affinity groups, brown bags, and other student gatherings will continue to be a part of your student's school experience to the extent possible operating within public health guidelines.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational 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 week-to-week, but must be stable within the educational week. <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input 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 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 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 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 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>Teachers will follow the guidance set forth below:</p> <p>Teachers will continue building a digital classroom through the use of Canvas. In order to follow COVID guidelines all materials, assignments, submissions etc., will be on the Canvas course page for both learning options.</p> <p>Some teachers will continue to teach students remotely. In these circumstances the school will provide an educational learning assistant that will manage the learning environment for on-campus students.</p> <p>Students may choose from two options:</p> <p>Full Digital Learning Option Central Catholic will provide an option for full digital learning. Full digital content learning and blended learning will follow the same schedule and will be delivered in alphabetical cohort groups A and B.</p> <p>Students who are fully digital will follow a synchronous learning schedule and will be graded for their academic work. Students will be expected to follow all policies set forth by the student handbook and guidelines for digital learning.</p> <p>Blended Learning Option The Department of Catholic Schools guidance, and Oregon Department of Education Ready Schools Safe Learners guidance both recommend that employees, students, parents, guardians, and visitors practice maintaining the recommended six-foot distance from others and eliminate contact with others whenever possible. Physical distancing requirements will reduce the number of students who can be in a classroom at a time. Meeting rooms and other spaces on campus have been converted to classrooms to ensure that desks or tables are at least six feet apart. The passing time between classes will be extended so that spaces can be sanitized between use.</p> <p>Our plan is to offer blended learning for our students--allowing them to attend school in-person two days a week in classes limited to 12-20 students in a space. During off-campus days students are required to digitally attend all online classes following the school day schedule synchronously with asynchronous learning options provided at teachers discretion.</p> <p>Blended learning consists of students experiencing in-person, on-campus learning two days a week with digital synchronous/asynchronous learning provided the other two days a week.</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.

Students will be organized into two groups with cohorts of 400-415 students each and will not exceed contact with 100 people within the educational week . Group A will be on campus Mondays and Tuesday, and Group B will be on campus Thursdays and Fridays. Teachers will provide opportunities on Wednesdays to support students online and on-campus in their studies.

Student groups will be organized alphabetically with considerations for students who have 504 or individualized education plans. We will utilize alphabetical groupings across the school to allow siblings to be on the same schedule. We will notify families of their group before school begins; requests for schedule changes will be accepted on a space availability basis. The school has set designated dates for families to shift their learning model (hybrid, fully digital). Parents have the option to shift learning modes for their students at six weeks - March 8 and 12 weeks - April 26. The only other changes outside of these opportunities would include periodic shifts that may be necessary based on health and safety concerns.

Students will earn letter grades for their academic performance and be expected to follow all policies set forth in the Student Handbook which includes required attendance following our attendance policy as outlined in the Student Handbook.

On-Campus days will concentrate on focused instruction, support, small distanced group work, community building, and formative assessments. Independent work and practice, often conducted during class time, and larger summative assessments will be mostly reserved for digital learning days.

To continue experiencing leveled core instruction in all courses, students will be moving classrooms in between classes. To help minimize the spread of infection, Central Catholic will require students to wear face coverings properly and at all times. All touchable surfaces in classrooms will be cleaned and hands sanitized between and during class periods. Each group will be considered a cohort for minimizing spread and tracking contact. The school will be completely sanitized between cohorts.

Students will have a four-period day to accommodate the additional time necessary for passing in between classes. The four-period schedule includes approximately 90 minutes per class with an extended 10 minute passing time to stagger students' entrance into the hallways, clean desks, and sanitize hands. Teachers will wipe down certain areas within the classroom and have been trained in the protocols throughout the fall semester through a required COVID response training.

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input 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 <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time 	<p>TRAINING FOR FACULTY AND STAFF</p> <p>Faculty and staff are required to complete the following safety trainings: ALICE (active shooter training), Creating A Safe Environment (child protection training), and COVID- 19 Safe Environment training, and COVID-19 Signs, Symptoms, Transmission, and Control Measures Training through OSHA.</p> <p>During in-service training on January 22 and 25, 2021, faculty and staff will receive further training on cleaning and sanitizing responsibilities, physical distancing, hygiene, and proper masking that are specific to Central Catholic</p>

requirements allow for time to be devoted for professional learning that includes RSSL training.

- Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(d\) and \(e\)](#).
- Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
 - 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](#).
- 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.
- Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- Provide all information in languages and formats accessible to the school community.

MEASURES TO LIMIT THE SPREAD OF COVID-19 WITHIN OUR COMMUNITY:

COVID-19 Testing On-Site:

Central Catholic is partnering with Northwest Mobile Testing to provide entry testing: universal one-time testing to identify asymptomatic individuals who could potentially introduce infection to the school community. This will be an antigen test for all students, faculty and staff who plan to be on campus for hybrid learning, co-curriculars, or any school activity. Cohort Group A will be tested on Monday, January 25th. Cohort Group B will be tested on January 30 and 31. A test through Northwest Mobile Testing will be required for anyone to be allowed on campus. All testing will take place at Central Catholic High School.

Key administrators, faculty, and staff are being trained in symptomatic Testing. This is testing done for symptomatic individuals to identify a COVID-19 infection if they present symptoms while on campus. Offering a school-based option for rapid testing and results helps to provide reassurance that risk mitigation can be implemented quickly. Training and testing for symptomatic testing is provided by the Oregon Health Authority.

Central Catholic is considering surveillance testing as we move through the month of February and will take direction from the Oregon Health Authority depending on the availability of vaccines, how well we have been able to control spread within the community, and State and Federal plans to support surveillance testing in schools.

COVID Symptom Response Plan:

Community Response: STAY HOME WHEN YOU ARE SICK:

Students, faculty, and staff who develop primary symptoms of illness (cough, a temperature of 100.4°F or higher, chills, shortness of breath, difficulty breathing, or new loss of taste or smell) will report this to the school.

The school will record the symptoms reported or observed using a symptom tracking tool. This form allows for the CONFIDENTIAL documentation of symptoms and the date school became aware and excluded the individual.

Students, faculty, and staff who have symptoms will stay home or be sent home.

Students, faculty, and staff who have been exposed to someone who has tested positive for COVID-19, is waiting for a COVID-19 test result for themselves, or has a positive COVID-19 test result will report this exposure to the school prior to returning to campus through our reporting system using the COVID-19 Event Reporting Form and should remove themselves from all on-campus contact until they have communicated with our Designated Contact Tracer for clearance.

Any questions regarding COVID-19 health concerns, contact tracing, symptoms, isolation, and quarantine should be directed to healthreporting@centralcatholichigh.org

School Response:

Students, faculty, and staff who develop symptoms of illness while at school will alert their teacher and/or [supervisor] immediately. We encourage all students with COVID-19 symptoms to seek medical advice.

If the ill person has non- COVID-19 symptoms, then usual disease-specific return-to-school guidance should be followed.

Responses to reports of COVID-19 symptoms depend on factors such as exposure, alternative diagnosis, and testing status criteria as described for each COVID-19 scenario outlined through the RSSL Planning for COVID-19 Scenarios in Schools:

Scenario A (ODE 2a):

The ill person has no known COVID-19 contacts in the past 14 days. Send or stay home to isolate for 10 days after symptoms first appeared and until 24 hours after the fever is resolved, without the use of fever-reducing medicine, and other symptoms are improving. ● If the ill person has a clear alternative non-respiratory diagnosis identified by a healthcare provider as the cause of the person’s illness (e.g., a positive urine culture in a child with fever), then usual disease-specific return-to-school guidance should be followed and the person should be fever-free for 24 hours, without the use of fever-reducing medicine. ○ A healthcare provider note is required for return to school before 10 days of isolation, ensuring that the person is no longer contagious.

Scenario Ai (ODE 4a):

An ill student or staff member does not get tested and no known COVID-19 contacts in the past 14 days. with a COVID-19 viral test. Isolate at home for 10 days after symptoms first appear and until 24 hours after the fever is resolved, without the use of fever-reducing medicine, and other symptoms are improving. ● If the ill person has a clear alternative non-respiratory diagnosis is identified by a healthcare provider as the cause of the person’s illness (e.g., a positive urine culture in a child with fever), then usual disease-specific return-to-school guidance should be followed and the person should be fever-free for 24 hours, without the use of fever-reducing medicine. ○ A healthcare provider note is required for return to school before 10 days of isolation, ensuring that the person is no longer contagious. If the ill person has no alternative diagnosis is identified by a healthcare provider as the cause of the person’s illness, all household members must quarantine at home.

Scenario B (ODE 2b):

The ill person was in close contact with someone who had confirmed COVID-19 in the past 14 days. Record the symptoms reported or observed, and the date school became aware/excluded the individual. Send the student or staff home to isolate. The ill person may be a “presumptive case,” due to their symptoms and recent contact with a COVID-19 case. ● Record the symptoms reported or observed, and the date school became aware/excluded the individual. Seek testing from a healthcare provider.

If a Symptomatic Person Tests Positive While On Campus The School Will:

Close off areas used by the person who is sick.

Clean and disinfect all exposed areas. Wait 24 hours or, if a 24-hour wait is not possible, wait as long as practical before we clean or disinfect.

Open outside doors and windows to increase air circulation in the exposed area

Collect information about the student, faculty, and staff contacts among people in the building for the period starting two (2) days prior to symptom onset to identify other people who could be considered exposed.

If a student, faculty, and staff person is confirmed infected we will inform the school community of their possible exposure to COVID-19 in the school within 24 hours but maintain confidentiality as required by the Americans with Disabilities Act.

Our Contact Tracer will instruct those potentially exposed about how to proceed based on the CDC Public Health Recommendations for Community-related Exposure and will follow the guidance of the Multnomah County Health Department for recommendations for isolation and quarantine.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input 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 Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” ● Additional guidance for nurses and health staff. <p><input 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 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 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>ATTENDANCE PROTOCOLS</p> <p>Attendance policy:</p> <p>There are two tenets that govern the attendance policy at Central Catholic High School ensuring students are successful in school:</p> <p>Physical attendance—Taken daily by the student’s teachers</p> <p>Participation and completion of work—Beneficial for the utmost success of the student</p> <p>Based on this philosophy, our Excessive Absences policy adheres to the following guidelines. Policies are in place for excused and unexcused absences:</p> <p>Students who are absent from class (5) five times in a semester will receive a warning.</p> <p>Students who are absent from class (7) seven times in a semester will be required to meet with the administration and will be placed on attendance probation.</p> <p>Students who are absent from class (10) ten times in a semester will need to go through an appeal process to receive credit for the course. School-sponsored activities and medical exceptions are excluded and DO NOT count in attendance total.</p> <p>Students are required to attend all classes that meet throughout the week whether they are on-campus or learning digitally. Students and parents should follow the guidelines set forth by the Student Handbook, section 6 in regard to approving absences, tardiness, and other important attendance policies students are expected to follow.</p> <p>On-Campus Learning Attendance:</p> <p>Attendance will be taken at the beginning of each class period by teachers through PowerSchool. Students will also be required to check-in upon entrance to the building and check-out upon leaving. Stations for attendance and temperature taking will be located at each entrance. This is required for contact tracing.</p> <p>All students must complete a daily health screening form in the SchoolPass app before coming to campus. Information will follow about how to access and complete the screening form. All health information will remain confidential.</p> <p>Families are encouraged to use The Coronavirus Self-Checker as an interactive clinical assessment tool that will assist in deciding when to seek testing or medical care if they suspect they or someone they know has contracted COVID-19. The online, mobile friendly tool asks a series of questions and, based on the user’s responses, provides recommended actions and resources:</p> <p>Anyone with a temperature of 100.4 or higher and other COVID-19 symptoms will need to leave the building and may not return to on-campus learning until the student has met the criteria as described for each COVID-19 scenario outlined through the RSSL Planning for COVID-19 Scenarios in Schools, after the appropriate isolation or quarantine period is complete, Central Catholic will not require a COVID-19 viral test result or a doctor’s note for school return.</p>

Parents should use the SchoolPass App to inform the school that their student will be either attending school in a fully digital format or will be out sick and not attending school during this time.

Everyone must wear a face mask properly and at all times. Exceptions are made for people with disabilities and children under (5) five.

Central Catholic will provide each student with two washable face masks and a face shield (face shields are available upon request from the main office and must be worn with a face mask). Masks provided by the school are encouraged for students. Any mask not provided by the school needs to be in alignment with the vision and mission of the school and the pattern or print cannot promote anything that is outside of a Catholic worldview. Gators and masks with valves are not acceptable. Students will be given a disposable mask to wear if the mask they are wearing does not meet school guidelines.

Digital Learning Days (including those engaged in Full Digital Learning) Attendance:

When students are not in the building their attendance will be tracked. Students will need to check in with each of their classes for attendance, either through a survey questionnaire or through announcements. For asynchronous digital learning classes, check-in for each class needs to occur during the time of the period as designated by the classroom teacher. Even though online and blended school students are not always physically present, remaining proactive in daily learning responsibilities is an essential part of student accountability and academic growth.

The guidelines below will be followed for Digital Learning Days and are in alignment with the Department of Catholic Schools High School Distance Learning Handbook:

If a student does not submit work for two days consecutively or check in with their classes on any digital learning day, that student's absence will be considered unexcused and parents will be contacted to ensure the safety of the student.

If a student is ill or unable to engage in digital work due to a power/internet disruption, parents/guardians should use the SchoolPass App or email attendance@centralcatholichigh.org to notify the school of the student's absence.

The student will be marked as an excused absence in Powerschool for that day. Faculty should provide extensions or exemptions as needed per their usual practice regarding absences.

If a student does not have regular access to the internet at home, parents/guardians or faculty should alert an administrator as soon as possible.

If students experience any technical difficulties related to Surface Pro 6, or any other software required by Central Catholic, they should contact helpdesk@centralcatholichigh.org or canvashelp@centralcatholichigh.org for Canvas related problems.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input 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 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	<p>Events, Visitors, and Deliveries:</p> <p>Admissions tours and visits will take place on Wednesdays and after school hours, conducted within public health guidelines to limit exposure. Any Admissions activities outside of these guidelines must have the approval of the president and the principal.</p> <p>Extended visits to campus, including for volunteering, are highly discouraged and will be kept to a minimum. Any visitor entering the</p>

<p>property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the Ready Schools, Safe Learners guidance. 	<p>building must be approved by the leadership team and must be educated about safety and cleaning protocols.</p> <p>All visitors must wear face coverings. Exceptions are made for people with disabilities and children under (5) five. We encourage masks with clear openings for clearer communication for those who are hearing impaired.</p> <p>Any deliveries such as FedEx, UPS, daily mail, shredding pickup, etc. may not enter the building and will be met at a service entrance by facilities personnel only or will drop deliveries at the main office.</p> <p>Deliveries that require access to the building will require safety protocols including signing in, a COVID-19 health screening, face mask, gloves, and cleaning protocols after the delivery is made. Deliveries should be made outside of the school hours when students are not present to limit the risk of exposure.</p> <p>To the extent possible, campus events will be live-streamed when physical distancing requirements cannot be met.</p> <p>Campus spaces cannot be reserved by outside groups during the 2020-2021 school year.</p>
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1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. <input 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 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 type="checkbox"/> Face coverings should be worn both indoors and outdoors, including during outdoor recess. <input 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; 	<p>Everyone must wear a face mask properly and at all times. Exceptions are made for people with disabilities and children under (5) five.</p> <p>Central Catholic will provide each student with two washable face masks and a face shield (face shields are available upon request from the main office and must be worn with a face mask). Masks provided by the school are encouraged for students. Any mask not provided by the school needs to be in alignment with the vision and mission of the school and the pattern or print cannot promote anything that is outside of a Catholic worldview. Gators and masks with valves are not acceptable. Students will be given a disposable mask to wear if the mask they are wearing does not meet school guidelines.</p>

- 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 shall also wear appropriate Personal Protective Equipment (PPE) for their role.

- [Additional guidance](#) for nurses and health staff.

Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance

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:

- 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.

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, or the current plan in effect for the student if appropriately developed after March of 2020.

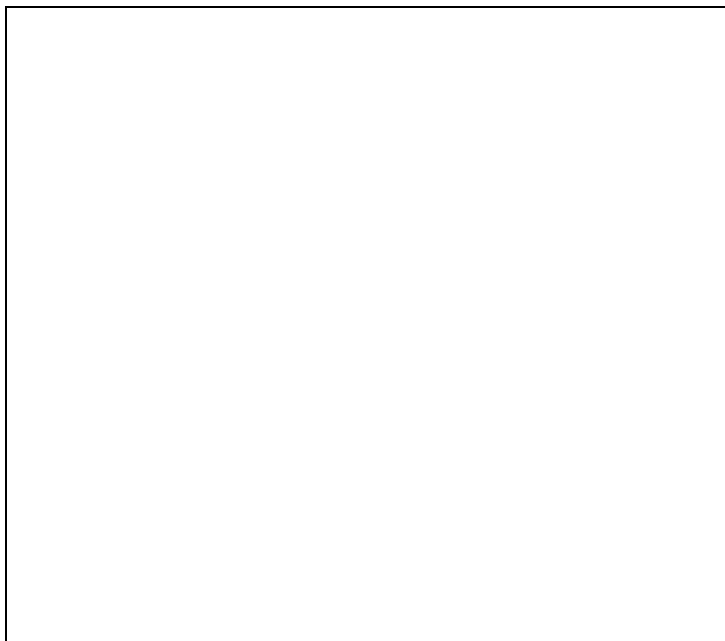
- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 2. Not make placement determinations solely on the inability to wear a face covering.
 3. 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:
 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.
3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
 - If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall 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
<ul style="list-style-type: none"> <input 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. <input 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. <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. <input 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. <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 properly removed and disposed of prior to exiting the care space. ● After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are 	<p>Isolation of Students with Symptoms and Cleaning Protocols: Areas on campus have been designated for those who need to be isolated for any period of time. Parents or emergency contacts will be expected to pick up any isolated student within 30 minutes of receiving a call.</p> <p>Enhanced cleaning and sanitizing will be conducted for all high-touch surfaces.</p> <p>If a Symptomatic Person Tests Positive While On Campus The School Will: Close off areas used by the person who is sick. Clean and disinfect all exposed areas. Wait 24 hours or, if a 24-hour wait is not possible, wait as long as practical before we clean or disinfect. Open outside doors and windows to increase air circulation in the exposed area Collect information about the student, faculty, and staff contacts among people in the building for the period starting two (2) days prior to symptom onset to identify other people who could be considered exposed. If a student, faculty, and staff person is confirmed infected we will inform the school community of their possible exposure to COVID-19 in the school within 24 hours but maintain confidentiality as required by the Americans with Disabilities Act. Our Contact Tracer will instruct those potentially exposed about how to proceed based on the CDC Public Health Recommendations for Community-related Exposure and will follow the guidance of the Multnomah County Health Department for recommendations for isolation and quarantine.</p>

- 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.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
 - Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in [“Planning for COVID-19 Scenarios in Schools.”](#)
 - Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
 - Record and monitor the students and staff being isolated or sent home for the LPHA review.
 - The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student’s actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <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. 	Not applicable

- 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.
- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- 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.
- 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.

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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. 	<p>ATTENDANCE PROTOCOLS</p> <p>Attendance policy:</p> <p style="padding-left: 20px;">There are two tenets that govern the attendance policy at Central Catholic High School ensuring students are successful in school:</p> <p>Physical attendance—Taken daily by the student's teachers</p> <p>Participation and completion of work—Beneficial for the utmost success of the student</p> <p>Based on this philosophy, our Excessive Absences policy adheres to the following guidelines. Policies are in place for excused and unexcused absences:</p> <p>Students who are absent from class (5) five times in a semester will receive a warning.</p> <p>Students who are absent from class (7) seven times in a semester will be required to meet with the administration and will be placed on attendance probation.</p> <p>Students who are absent from class (10) ten times in a semester will need to go through an appeal process to receive credit for the course. School-sponsored activities and medical exceptions are excluded and DO NOT count in attendance total.</p> <p>Students are required to attend all classes that meet throughout the week whether they are on-campus or learning digitally. Students and parents should follow the guidelines set forth by the Student Handbook, section 6 in regard to approving absences, tardiness, and other important attendance policies students are expected to follow.</p> <p>On-Campus Learning Attendance:</p> <p>Attendance will be taken at the beginning of each class period by teachers through PowerSchool. Students will also be required to check-in upon entrance to the building and check-out upon leaving. Stations for attendance and temperature taking will be located at each entrance. This is required for contact tracing.</p> <p>All students must complete a daily health screening form in the SchoolPass app before coming to campus. Information will follow about how to access and complete the screening form. All health information will remain confidential.</p> <p>Families are encouraged to use The Coronavirus Self-Checker as an interactive clinical assessment tool that will assist in deciding when to seek testing or medical care if they suspect they or someone they know</p>

has contracted COVID-19. The online, mobile friendly tool asks a series of questions and, based on the user's responses, provides recommended actions and resources:

Anyone with a temperature of 100.4 or higher and other COVID-19 symptoms will need to leave the building and may not return to on-campus learning until the student has met the criteria as described for each COVID-19 scenario outlined through the RSSL Planning for COVID-19 Scenarios in Schools, after the appropriate isolation or quarantine period is complete, Central Catholic will not require a COVID-19 viral test result or a doctor's note for school return.

Parents should use the SchoolPass App to inform the school that their student will be either attending school in a fully digital format or will be out sick and not attending school during this time.

Everyone must wear a face mask properly and at all times. Exceptions are made for people with disabilities and children under (5) five.

Central Catholic will provide each student with two washable face masks and a face shield (face shields are available upon request from the main office and must be worn with a face mask). Masks provided by the school are encouraged for students. Any mask not provided by the school needs to be in alignment with the vision and mission of the school and the pattern or print cannot promote anything that is outside of a Catholic worldview. Gators and masks with valves are not acceptable. Students will be given a disposable mask to wear if the mask they are wearing does not meet school guidelines.

Digital Learning Days (including those engaged in Full Digital Learning) Attendance:

When students are not in the building their attendance will be tracked. Students will need to check in with each of their classes for attendance, either through a survey questionnaire or through announcements. For asynchronous digital learning classes, check-in for each class needs to occur during the time of the period as designated by the classroom teacher. Even though online and blended school students are not always physically present, remaining proactive in daily learning responsibilities is an essential part of student accountability and academic growth.

The guidelines below will be followed for Digital Learning Days and are in alignment with the Department of Catholic Schools High School Distance Learning Handbook:

If a student does not submit work for two days consecutively or check in with their classes on any digital learning day, that student's absence will be considered unexcused and parents will be contacted to ensure the safety of the student.

If a student is ill or unable to engage in digital work due to a power/internet disruption, parents/guardians should use the SchoolPass App or email attendance@centralcatholichigh.org to notify the school of the student's absence.

The student will be marked as an excused absence in Powerschool for that day. Faculty should provide extensions or exemptions as needed per their usual practice regarding absences.

If a student does not have regular access to the internet at home, parents/guardians or faculty should alert an administrator as soon as possible.

If students experience any technical difficulties related to Surface Pro 6, or any other software required by Central Catholic, they should contact helpdesk@centralcatholichigh.org or canvashelp@centralcatholichigh.org for Canvas related problems.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. <input type="checkbox"/> If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations. 	<p>TECHNOLOGY:</p> <p>Students are expected to bring a laptop or tablet to school with them each day for on-campus learning. If students need access to a laptop, they can send their request to helpdesk@centralcatholichigh.org and the school will provide one to them for use for the semester.</p> <p>Classroom Technology: Every classroom has been equipped with a desktop computer, projector with wireless connectivity options, a webcam, a webcam tripod, connector cables for teacher Surface Pro devices, and quality sound options. Classroom teachers have access to tablet carts for their Surface Pro so it can be free standing and easily move throughout the classroom without taking up a significant amount of surface area. Teachers are receiving classroom technology training</p> <p>Acceptable and safe use of technology: Central Catholic High School's goal in providing technology access to teachers, staff members, and students, is to promote educational excellence at the school by facilitating resource sharing, innovation, and communication. Technology is provided for educational and professional or career development activities.</p> <p>Central Catholic recognizes the need to educate young people in the ethical and effective use of technology.</p> <p>Computers, software, technology devices, internet access, and technology support services are available to students to support the accomplishment of educational goals.</p> <p>With this opportunity comes responsibility. Students must know and agree to follow the school's policy regarding the use of technology.</p> <p>Students must complete the following clearance process before using any computer at Central Catholic High School:</p> <ul style="list-style-type: none"> I. Read and sign a copy of the Acceptable Use of Technology Student/Guardian Agreement form. II. Signed agreement form at the time of enrollment <p>The school has the right to intervene with writings and postings on internet blogs, emails, text messages, Instagram pictures, etc. that contain harassing or threatening statements or references to illegal activities.</p> <p>It is not appropriate for students or parents to use the Central Catholic name, post pictures of Central Catholic faculty, staff, or other students, or make derogatory comments about faculty, staff, or other students.</p> <p>Cellular Phone Use On-Campus: The use of cellular phones is allowed only during passing times and lunch for phone use only (music and video games are not allowed during school hours). During class time, phones may be used for instructional purposes at the discretion of the teacher and/or librarian.</p> <p>If not authorized by the teacher, phones should be turned off (not placed on silent or vibrate mode) and put away. If a student has their cell phone or Apple Watch out or is found using a cell phone or Apple Watch without the permission of the teacher, it will be confiscated and the</p>

student will meet with the Dean of Student Management to determine outcomes.

Due to concerns about privacy, the camera and video function on a cell phone is not to be used on school grounds without permission. Students using the camera function on a cell phone or any function on an Apple Watch during exams or quizzes will be subject to an integrity violation.

Other applications and devices On-Campus:

Central Catholic High School recognizes the educational value of many electronic devices and therefore these devices may be used for instructional and/or educational purposes.

Portable music devices, handheld video games (including those features on a phone), and headphones or AirPods may not be used for non-instructional or non-educational purposes and are prohibited during the school day (including lunch and passing times) unless given permission by the teacher and/or librarian.

If a student is found using a portable music device, handheld game, and/or headphones or AirPods during the school day, they will be confiscated and the student will meet with the Dean of Student Management to determine outcomes.

Central Catholic High School does not assume responsibility for the loss, damage, or theft of any device brought to school.

Zoom Meetings and Video Conferencing Policies:

Zoom Meetings and Video Conferencing Policies are in effect for the school year, regardless of full digital or hybrid learning. These expectations are outlined below:

Teachers will use passwords and waiting rooms that are now a default setting in all Zoom meetings. This allows teachers to screen any individual coming into the meeting.

Teachers will require appropriate etiquette within any video conference meeting. These protocols include:

Students should be awake and appropriately dressed before entering the meeting

Students should be prepared to learn (attentive, engaged and active)
Students should have resources needed nearby (books, papers, pens, etc.)

Students will login using their school email account

Students should have their full first and last name displayed

Students are expected to have the camera on and have their face visible while attending meetings unless they have communicated directly with their teacher and made other arrangements, individually, before class begins.

Note for teachers: Some students may need to turn off their video to preserve WiFi bandwidth at their home

Students should be shown how to turn off their "self view" in Zoom to help address issues of self consciousness.

Video Conferences are subject to the same codes of conduct as would apply to in-person interactions, which include, but are not limited to, using appropriate language, conducting oneself appropriately, and dressing as one would for school.

Any inappropriate actions taken are subject to disciplinary procedures outlined in the Student Handbook.

See Canvas Expectations for students.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

- Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.
- 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 identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).

Shared School Spaces:

We have completed a study of all spaces in the school to ensure that all students maintain physical distance of (6) six feet. We are making modifications as needed. Policies are in place regarding the use of shared spaces, locker rooms, the weight room, cafeteria procedures, and restroom use. Hand sanitizing stations will be available in each classroom.

Entrances, exits, and travel patterns on campus are limited and signage is in place to provide direction.

The school will not utilize lockers or locker rooms during blended learning to help maintain physical distancing and traffic patterns in the school.

Student life activities are essential to building community and providing robust educational opportunities in an inclusive and supportive community. Our traditional student life activities including retreats, liturgies, Christian Service, affinity groups, brown bags, and other student gatherings will continue to be a part of your student’s school experience to the extent possible operating within public health guidelines.

Special safety precautions and practices will be in place for Fine Arts, Physical Education, and American Sign Language classes.

Band and Choir:

Central Catholic music rehearsal policies and safety guidelines are informed by the COVID-19 Aerosol Distribution Study conducted by the University of Colorado and the University of Maryland. This study looked at how COVID-19 may spread during the course of music activities and was supported by the National Federation of High School Associations (NFHS), the National Association for Music Education, the NAMM Foundation, and more than 125 other organizations. Information and complete results of this study can be found at <https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/>. The results of this research inform our mitigation techniques to prevent or lessen aerosol distribution during singing and playing of wind instruments.

Central Catholic music classes will adhere to the following mitigation strategies and guidelines to reduce respiratory aerosols:

Safety policies for all music courses:

Students in all music classes will continue to follow all Central Catholic protocols for health and safety in the classroom including frequent hand-washing/sanitizing, standard classroom entrance and exit routines, and no shared materials/equipment/instruments.

Central Catholic will provide instrumentalists well-fitting, multi-layered,

washable masks with a small slit for mouthpiece access while playing (masks close shut when the musician is not playing) as well as bell covers (instrument masks). The mask's fabric weight is in excess of 70 denier nylon as recommended by NFHS guidelines.

Bell covers are double-layered polyester/spandex fabric that stretch over the bell, along with a layer of MERV-13 filter material. Fabric weight in excess of 70 denier nylon recommended by NFHS guidelines.

Flute and French horn players will use specially designed masks (of similar specification) for their instruments.

Percussionists, guitarists, and other instrumentalists who do not use their mouth to play an instrument will wear masks throughout rehearsal.

Singers produce aerosols at similar rates as woodwinds and brass. For this reason singers in choir and music production lab will be provided their own special "Singer's Mask," that is, a (3) three-ply tightly woven polyester/cotton blend fabric with a MERV-13 filter. The mask is specially designed for singers: it does not touch the mouth, it allows free movement of the jaw, and provides a seal above the nose and around the mouth.

Masks used during rehearsal will only be used during rehearsal and not worn outside the music room. Students will be responsible for regular cleaning and care of their masks and bell covers.

Musician seating will exceed CDC recommendations: 6x8 foot space around each student and 6x9 foot space allocated to trombone players. Students will sit in straight lines (curved setups can affect the aerosol movement in a room).

Students will all face the same direction back to front to minimize potential exposure.

All students will enter the music room through the north door, and exit through the south door.

Indoor rehearsal times will be limited to 30 minutes, followed by a brief break in order to provide time for the HVAC system to clear the room with one air change.

Instrument spit valves will be emptied into absorbent disposable paper towels.

Our instrument storage lockers are located in the hallway outside the music room. Hallway space will be used for students to set up their instrument and store their case during rehearsal.

Practice rooms will be limited to one student at a time per period. There will be 20 minutes given for the HVAC system to clear the practice room with one air change between students.

Musicians will wipe down chairs, music stands, and equipment with single-use virucidal wipes before and after use.

Musicians will not share sheet music, music stands, cables, or drumsticks. Sheet music will not be stored in the music room - students will bring music to class.

Director will wear a mask with MERV-13 filter and use a wireless microphone for clarity and to keep voice at a low conversational volume. Students will also keep their voices in a low conversational volume.

Physical Education Classes:

Physical Education (PE) classes will focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking and target games).

Teachers will select a location for PE instruction where students and staff can respect physical distancing guidelines and remain (6) six feet apart. PE teachers are familiar with the classrooms and spaces where instruction will be delivered so they are able to adjust their lessons and activities appropriately based on the space available.

Since more space will be required for instruction for PE class due to increased respiration of students when participating in moderate-to-vigorous physical activity, class sizes will be limited.

Teachers will evaluate available outdoor spaces on school property. When possible, they will utilize outdoor spaces for physical education instruction. When outdoors, they will avoid the use of benches or other permanent structures.

When using gymnasiums or multipurpose rooms for instruction, teachers will keep the doors open when possible to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity. The ventilation systems in these areas have been evaluated and are working properly.

Teachers will minimize the use of shared materials, and plan for sufficient time between classes to allow for appropriate sanitization of shared materials when sharing materials between classes is unavoidable. All equipment will be sanitized between class periods. Students will sanitize their hands after sharing equipment within their class period.

Students and teachers will remain properly masked at all times regardless of indoor or outdoor location for physical education classes.

Locker Room Protocol:

On days when students have a PE class, students should come to school in PE appropriate clothes

Locker room access is only available at the end of class

	<p>Locker room access is supervised by PE teachers</p> <p>Different PE classes will remain socially distanced at all time, no mixing of class cohorts at any time</p> <p>Students will enter through the main locker room door and follow arrows for one way traffic</p> <p>The girl's locker room exit door will lead to the main gym</p> <p>The boy's locker room exit door will lead to outside/field</p> <p>Each student will have 3 minutes to change and exit the locker room</p> <p>The locker room will have marked spots (taped boxes) - 10 feet apart on the floor for changing</p> <p>Students must continue to keep their masks on even while changing</p> <p>Showers and lockers are off limits</p> <p>Students will follow the guidelines for physical distancing when using the restrooms in the locker room during their 3-minute window</p> <p>Reporting System for Safety Concerns:</p> <p>Any concerns of a person in the building operating outside of these protocols should be immediately reported to school administration. Safety Concerns or feedback can be sent to safetyconcerns@centralcatholichigh.org.</p> <p>Oregon Occupational Safety & Health Association (OSHA) also enforces workplace safety rules and statutes. Oregon OSHA will address employees' and others' inquiries and complaints and provide advice to employers related to any potential violation of existing Oregon OSHA rules or directives issued by Gov. Kate Brown if they involve potential workplace exposure. If you believe a school is not in compliance with the RSSL guidance, you can file a named or confidential complaint with Oregon OSHA at 1-833-604-0884 or online.</p>
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2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> 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). <input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. 	<p style="text-align: center;">CAMPUS SPACES, EVENTS, VISITORS, AND DELIVERIES</p> <p>Campus Entrances and Building Access Hours: Campus entrances will remain card-access only. Students will be assigned an entrance and an exit for pick-up and drop-off. This information will be communicated to families prior to the start of school.</p> <p>Students will not be allowed to enter the building prior to 6:50 A.M. for zero period classes, and 7:30 A.M. for regularly scheduled classes.</p> <p>Students will need to wait outside the building and follow physical distancing guidelines immediately following the school day unless they are approved to remain on campus in the supervised cafeteria area while</p>

<ul style="list-style-type: none"> • Ensure hand sanitizer is available if signing children in or out on an electronic device. <input type="checkbox"/> 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>waiting for a designated co-curricular activity or extended transportation needs. This space is available from 2:35 P.M. until 5:00 P.M.</p> <p>After school study hall will be held in The Commons from 2:35 P.M. until 3:35 P.M. and will be open to the first 30 students who arrive for help and support. Students will need to either exit the building after study hall or have approval for the supervised cafeteria waiting area for a co-curricular activity.</p> <p>Lanyards must be visible at all times and will be used to check students in and out of the school upon entrance and exit of the building. Signage and more information will be available before the semester begins.</p>
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2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	<p>Protocols for the typical Classroom:</p> <p>As we enter into a hybrid learning environment, it is essential for each staff member to reinforce social distancing and proper masking with students and does not fall on the responsibility of one person. It is up to faculty and staff to work together to make sure the new hybrid learning environment is successful and safe for students and employees. Students will need reminders daily until they mirror our efforts to stop the spread of COVID-19.</p> <p>We have managed to keep students and staff safe at Central Catholic with limited contact from August 28, 2020 by following all CDC, OHSA, ODE and Archdiocese safety protocols. (i.e. air filters, social distance signage, wellness check kiosks, directional arrows, cleaning supplies, mask and thermometer, limited capacity in spaces) Below is a checklist for ensuring safety in your classrooms (protocols for bathrooms, lunch, hallways, supervision, etc):</p> <p>Make sure each desk is positioned 6-feet apart</p> <p>Gently reinforce COVID-19 social distance protocols to students daily in the classroom and in the hallways. If you see something say something.</p> <p>Complete ALICE, Case, Meet Sam, and COVID Trainings by January 25th</p> <p>Students will arrive as early as 7:15 am and will be directed to go straight to their classroom where classroom doors will be unlocked so students can enter to wait.</p> <p>Teachers must arrive to their classroom by 7:40 am each day</p> <p>Each person must use hand sanitizer upon entry and exit of all classrooms and areas</p> <p>Teachers are visible in the doorway/hallway before each class to gently remind students to social distance, sanitize hands, and properly wear masks</p> <p>At the end of each class students and staff wipe down all surfaces (Teacher sprays, cleaner sits for one minute, and students wipe down surface areas)</p> <p>Rooms #253, #254, and the bathrooms by the elevator are off limits to all faculty, staff and students that are not a part of the RAMS Program.</p>

Everyone exits all classrooms to the right and must take the longer route so no one crosses traffic (the only exception is room #251 and #252 because they are exiting away from the RAMS Program)

Please excuse one student at a time to the restroom and remind students to use the restroom closest to them.

Ensuring masks are worn at all times and worn properly

Absolutely no food or eating in classrooms

Students may drink water, but must be 6 feet away and lift their mask from the bottom without completely removing it to do so.

Any shared supplies, like dry erase markers, should be sanitized between students using them and students should sanitize their hands after sharing.

Students are responsible for letting David Shephard and Mike Pinder know via email if they need refreshed cleaning supplies or protective equipment.

Special safety precautions and practices will be in place for Fine Arts, Physical Education, and American Sign Language classes.

Band and Choir:

Central Catholic music rehearsal policies and safety guidelines are informed by the COVID-19 Aerosol Distribution Study conducted by the University of Colorado and the University of Maryland. This study looked at how COVID-19 may spread during the course of music activities and was supported by the National Federation of High School Associations (NFHS), the National Association for Music Education, the NAMM Foundation, and more than 125 other organizations. Information and complete results of this study can be found at <https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/>. The results of this research inform our mitigation techniques to prevent or lessen aerosol distribution during singing and playing of wind instruments.

Central Catholic music classes will adhere to the following mitigation strategies and guidelines to reduce respiratory aerosols:

Safety policies for all music courses:

Students in all music classes will continue to follow all Central Catholic protocols for health and safety in the classroom including frequent hand-washing/sanitizing, standard classroom entrance and exit routines, and no shared materials/equipment/instruments.

Central Catholic will provide instrumentalists well-fitting, multi-layered, washable masks with a small slit for mouthpiece access while playing (masks close shut when the musician is not playing) as well as bell covers (instrument masks). The mask's fabric weight is in excess of 70 denier nylon as recommended by NFHS guidelines.

Bell covers are double-layered polyester/spandex fabric that stretch over the bell, along with a layer of MERV-13 filter material. Fabric weight in excess of 70 denier nylon recommended by NFHS guidelines.

Flute and French horn players will use specially designed masks (of similar specification) for their instruments.

Percussionists, guitarists, and other instrumentalists who do not use their mouth to play an instrument will wear masks throughout rehearsal.

Singers produce aerosols at similar rates as woodwinds and brass. For this reason singers in choir and music production lab will be provided their own special "Singer's Mask," that is, a (3) three-ply tightly woven polyester/cotton blend fabric with a MERV-13 filter. The mask is specially designed for singers: it does not touch the mouth, it allows free movement of the jaw, and provides a seal above the nose and around the mouth.

Masks used during rehearsal will only be used during rehearsal and not worn outside the music room. Students will be responsible for regular cleaning and care of their masks and bell covers.

Musician seating will exceed CDC recommendations: 6x8 foot space around each student and 6x9 foot space allocated to trombone players. Students will sit in straight lines (curved setups can affect the aerosol movement in a room).

Students will all face the same direction back to front to minimize potential exposure.

All students will enter the music room through the north door, and exit through the south door.

Indoor rehearsal times will be limited to 30 minutes, followed by a brief break in order to provide time for the HVAC system to clear the room with one air change.

Instrument spit valves will be emptied into absorbent disposable paper towels.

Our instrument storage lockers are located in the hallway outside the music room. Hallway space will be used for students to set up their instrument and store their case during rehearsal.

Practice rooms will be limited to one student at a time per period. There will be 20 minutes given for the HVAC system to clear the practice room with one air change between students.

Musicians will wipe down chairs, music stands, and equipment with single-use virucidal wipes before and after use.

Musicians will not share sheet music, music stands, cables, or drumsticks. Sheet music will not be stored in the music room - students will bring music to class.

Director will wear a mask with MERV-13 filter and use a wireless microphone for clarity and to keep voice at a low conversational volume. Students will also keep their voices in a low conversational volume.

Physical Education Classes:

Physical Education (PE) classes will focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking and target games).

Teachers will select a location for PE instruction where students and staff can respect physical distancing guidelines and remain (6) six feet apart. PE teachers are familiar with the classrooms and spaces where instruction will be delivered so they are able to adjust their lessons and activities appropriately based on the space available.

Since more space will be required for instruction for PE class due to increased respiration of students when participating in moderate-to-vigorous physical activity, class sizes will be limited.

Teachers will evaluate available outdoor spaces on school property. When possible, they will utilize outdoor spaces for physical education instruction. When outdoors, they will avoid the use of benches or other permanent structures.

When using gymnasiums or multipurpose rooms for instruction, teachers will keep the doors open when possible to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity. The ventilation systems in these areas have been evaluated and are working properly.

Teachers will minimize the use of shared materials, and plan for sufficient time between classes to allow for appropriate sanitization of shared materials when sharing materials between classes is unavoidable. All equipment will be sanitized between class periods. Students will sanitize their hands after sharing equipment within their class period.

Students and teachers will remain properly masked at all times regardless of indoor or outdoor location for physical education classes.

Locker Room Protocol:

On days when students have a PE class, students should come to school in PE appropriate clothes

Locker room access is only available at the end of class

Locker room access is supervised by PE teachers

	<p>Different PE classes will remain socially distanced at all time, no mixing of class cohorts at any time</p> <p>Students will enter through the main locker room door and follow arrows for one way traffic</p> <p>The girl's locker room exit door will lead to the main gym</p> <p>The boy's locker room exit door will lead to outside/field</p> <p>Each student will have 3 minutes to change and exit the locker room</p> <p>The locker room will have marked spots (taped boxes) - 10 feet apart on the floor for changing</p> <p>Students must continue to keep their masks on even while changing</p> <p>Showers and lockers are off limits</p> <p>Students will follow the guidelines for physical distancing when using the restrooms in the locker room during their 3-minute window</p>
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2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> 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. <input type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. <input 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 type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input 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>Frequently touched surfaces and objects such as light switches, doorknobs, desktops, will be cleaned at every transition.</p> <p>Bathrooms will be cleaned and disinfected hourly with a posted cleaning log. Surfaces and objects that are not frequently touched will be cleaned daily. The building will be completely sanitized and cleaned at least once every 24 hours.</p> <p>Items that are not essential to teaching in shared spaces have been removed to reduce frequent handling or contact by multiple people. Soft and porous material, such as area rugs and seating, have been removed to reduce challenges with cleaning and disinfecting.</p> <p>The school will promote safe hygiene practices as set forth by the CDC through direct teaching, scheduled time for handwashing, and visual displays throughout the school.</p> <p>The school will follow the practice of key times to wash hands or sanitize hands:</p> <ul style="list-style-type: none"> Before and after eating food After using the bathroom After blowing your nose, coughing, or sneezing After touching garbage After touching an item or surface that may be frequently touched by other people such as door handles, tables, or electronic screens, etc. Before touching your eyes, nose, or mouth because that's how germs enter our bodies <p>Alcohol-based hand sanitizer is available in every room of the school. Sanitizer can quickly reduce the number of germs on hands in many situations. Sanitizer is not a substitution for hand washing.</p> <p>Physical distancing will be practiced in combination with other everyday preventive actions to reduce the spread of COVID-19, including wearing cloth face coverings, encouraging students to avoid touching their face</p>

	<p>with unwashed hands, and frequently washing hands with soap and water for at least 20 seconds.</p> <p>Shared School Spaces: We have completed a study of all spaces in the school to ensure that all students maintain physical distance of (6) six feet. We are making modifications as needed. Policies are in place regarding the use of shared spaces, locker rooms, the weight room, cafeteria procedures, and restroom use. Hand sanitizing stations will be available in each classroom.</p> <p>Entrances, exits, and travel patterns on campus are limited and signage is in place to provide direction.</p> <p>The school will not utilize lockers or locker rooms during blended learning to help maintain physical distancing and traffic patterns in the school.</p> <p>Student life activities are essential to building community and providing robust educational opportunities in an inclusive and supportive community. Our traditional student life activities including retreats, liturgies, Christian Service, affinity groups, brown bags, and other student gatherings will continue to be a part of your student's school experience to the extent possible operating within public health guidelines.</p>
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2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input 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 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 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 type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input 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 except when eating or drinking and 	<p>FOOD ON CAMPUS:</p> <p>Lunch Period and Food on Campus: Chartwells will provide contactless delivery of food and contactless checkout will be in place. "Grab and Go" and other prepared meal options will be available that are healthy, nutritious, and meet dietary restriction options.</p> <p>Chartwells will not begin full service for students until February 1, 2021. At that time, they will provide options for breakfast, lunch, and an after school snack.</p> <p style="padding-left: 40px;">Breakfast: 7:30 am to 7:50 am Lunch: 11:00 am to 11:35 am After School Snack: 2:35 am to 3:00 pm</p> <p>If your family is experiencing food scarcity issues and needs support please let your student's counselor know we can provide food options while at school.</p> <p>Vending machines will not be available for use.</p> <p>Students must pay for their lunch using their lanyard student ID that is linked to their Meal Pay cafeteria account. Cash will not be accepted.</p> <p>Students will have access to microwaves and will not be allowed to share food.</p> <p>Eating spaces will be expanded on campus to allow for greater physical distancing. Seniors will eat lunch in The Commons and outdoor spaces, juniors will be located in the two cafeteria spaces, sophomores will be located in the main gym, and freshmen will eat lunch in the Memorial gym.</p>

minimize time in spaces where face coverings are not consistently worn.

Regular sanitizing of cafeterias and other eating spaces will continue.

Off-campus lunch will not be an option for students. Students may not use food delivery services from outside of the school such as GrubHub, Postmates, Uber Eats, etc.

Cafeteria staff will wear face coverings and gloves at all times. Any unattended lunch boxes and water bottles will be thrown away.

Food will not be allowed in any area of the school outside of the designated eating spaces. This will be strictly enforced.

Students must bring a reusable water bottle from home. Filling stations will be available but drinking fountains will not be accessible. Students may consume water during class but must lift up their mask to take a drink. They may not fully remove their mask from their face while in a classroom setting.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> 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. <input type="checkbox"/> 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 six 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. <input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. <input type="checkbox"/> 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. <input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while 	<p>Central Catholic will not be providing any transportation for the 2020-2021 school year.</p>

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 **Ready Schools, Safe Learners** 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.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC 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. <input type="checkbox"/> Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. <input type="checkbox"/> 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. <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. <input type="checkbox"/> 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.) <input type="checkbox"/> Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. <input type="checkbox"/> 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. <input type="checkbox"/> 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 must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input type="checkbox"/> 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). <input type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and 	<p>CLEANING AND HYGIENE</p> <p>Cleaning and Hygiene Protocols: The school will follow CDC guidelines for cleaning and disinfecting, and cleaning and sanitation guidance from OSHA. This includes electrostatic disinfectant and EPA-approved disinfectants. Central Catholic currently uses Oxivir Tb Disinfectant Cleaner, manufactured by Diversey, which is rated for one minute contact to kill Coronavirus</p> <p>Frequently touched surfaces and objects such as light switches, doorknobs, desktops, will be cleaned at every transition.</p> <p>Bathrooms will be cleaned and disinfected hourly with a posted cleaning log. Surfaces and objects that are not frequently touched will be cleaned daily. The building will be completely sanitized and cleaned at least once every 24 hours.</p> <p>Items that are not essential to teaching in shared spaces have been removed to reduce frequent handling or contact by multiple people. Soft and porous material, such as area rugs and seating, have been removed to reduce challenges with cleaning and disinfecting.</p> <p>The school will promote safe hygiene practices as set forth by the CDC through direct teaching, scheduled time for handwashing, and visual displays throughout the school.</p> <p>The school will follow the practice of key times to wash hands or sanitize hands: Before and after eating food After using the bathroom After blowing your nose, coughing, or sneezing After touching garbage After touching an item or surface that may be frequently touched by other people such as door handles, tables, or electronic screens, etc. Before touching your eyes, nose, or mouth because that's how germs enter our bodies</p> <p>Alcohol-based hand sanitizer is available in every room of the school. Sanitizer can quickly reduce the number of germs on hands in many situations. Sanitizer is not a substitution for hand washing.</p> <p>Physical distancing will be practiced in combination with other everyday preventive actions to reduce the spread of COVID-19, including wearing cloth face coverings, encouraging students to avoid touching their face with unwashed hands, and frequently washing hands with soap and water for at least 20 seconds.</p> <p>Ventilation: Central Catholic's ventilation systems have been inspected and the circulation of outdoor air within the buildings is being increased as much as possible. Central Catholic's ventilation system uses filters that are COVID rated and these filters are changed four times a year which</p>

[American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

exceeds the recommended rotation for filtration based on the filter type. All intake ports that provide outside air to the HVAC system are regularly cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.

Five classrooms do not have recycled air flow: Room 101, 102, 104, 111, and 201. These rooms have been fitted with individual air purifying filtration systems that exceed COVID-19 standards for ventilation.

Where applicable, classrooms will maximize outside air by opening windows in addition to outside forced air through ventilation. Classroom doors will be left open at all times to provide greater circulation.

All floor model fans (pedestal fans, box fans, table fans, etc.) have been removed from classrooms because air blowing from an infected person directly at another in closed spaces may increase the transmission of the virus from one person to another.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	<p>Students, faculty, and staff who have been exposed to someone who has tested positive for COVID-19, is waiting for a COVID-19 test result for themselves, or has a positive COVID-19 test result will report this exposure to the school prior to returning to campus through our reporting system using the COVID-19 Event Reporting Form and should remove themselves from all on-campus contact until they have communicated with our Designated Contact Tracer for clearance.</p> <p>Any questions regarding COVID-19 health concerns, contact tracing, symptoms, isolation, and quarantine should be directed to healthreporting@centralcatholichigh.org</p> <p>If a student, faculty, and staff person is confirmed infected we will inform the school community of their possible exposure to COVID-19 in the school within 24 hours but maintain confidentiality as required by the Americans with Disabilities Act.</p> <p>Our Contact Tracer will instruct those potentially exposed about how to proceed based on the CDC Public Health Recommendations for Community-related Exposure and will follow the guidance of the Multnomah County Health Department for recommendations for isolation and quarantine.</p>

2l. 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 	<p>Not applicable</p>

<ul style="list-style-type: none"> ● 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. <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 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> <input type="checkbox"/> Student transportation off-campus is limited to medical care.	
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2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input 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. <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. 	<p>Lockdown</p> <p>The following procedures will be implemented for school lockdown:</p> <ol style="list-style-type: none"> 1. Doors will be locked. 2. No one will be permitted to enter or leave the building. 3. All faculty, staff, and students will wear school ID at all times. 4. Lockdown will continue until the school receives an all clear signal from the emergency response team. 5. The use of cell phones is prohibited. 6. School phone lines will be kept clear so they will be available to emergency personnel.

<ul style="list-style-type: none"> ● 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 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 type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly.</p> <p><input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input 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>	
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2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input 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 type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input 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 type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p> <p><input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p><input type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</p> <p><input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> ● Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. 	<p>Student Expectations and Responsibilities</p> <p>Central Catholic High School is committed to helping students achieve their potential academically, physically, socially, and spiritually and to continue on a journey of growth. In order to achieve this goal, Central Catholic believes a disciplined and structured atmosphere rooted in restorative justice is necessary. The purpose of discipline is to maintain a safe, honest, and caring environment where students can become the best version of themselves. When a family enrolls their child at Central Catholic, it is expected that they are committed to, and supportive of, our behavior philosophy.</p> <p>In order to promote self-discipline within each Central Catholic student, the following is a list of student expectations and responsibilities for which each will be held accountable at school and at any school function:</p> <ol style="list-style-type: none"> 1. Treat adults and peers with courtesy and respect. 2. Show respect for all people regardless of race, ethnicity, physical and mental disability, gender, sexual orientation, socioeconomic background, and religious and political affiliation. 3. Think before you speak. 4. Show respect for the property of others. 5. Show respect for the environment by maintaining the cleanliness of the building and surrounding campus. 6. Help maintain a positive learning atmosphere in the classroom with appropriate behavior and language. 7. Be responsible for honest and ethical behavior in academic pursuits. 8. Promote the safety and well-being of all students. 9. Accept responsibility for all personal actions. <p>7.2 Consequences for Noncompliance</p> <p>Students who do not comply with school rules and policies are subject to school discipline. Violations of school rules are listed in two categories, minor infractions and major infractions, according to the seriousness of the offense. Not all infractions can be</p>

included in this document. Administration will determine appropriate consequences for behavior not addressed below.

7.3 Minor Infractions

The following offenses will require students to participate in a restorative justice circle at the direction of the Dean of Student

Management. Repeated offenses may result in probation or suspension.

1. Misconduct: disruption or noncompliance of behavioral expectations.
2. Use of profanity.
3. Inappropriate displays of affection.
4. Unapproved absences or tardiness.
5. Noncompliance with dress code.
6. Consuming food or beverage in hallway or classrooms.
7. Unsafe driving in the vicinity of the school.
8. Parking violation or unregistered vehicle.

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7.4 Major Infractions

The following offenses will result in immediate dismissal from Central Catholic without the possibility of an appeal:

1. Physical assault.
2. Possession of a weapon, explosives, or any other potentially dangerous instrument including, but not limited to, knives and pepper spray.
3. Setting a fire.
4. Selling, distributing, or intention to sell or distribute any illegal substance.

The following offenses will result in a student being indefinitely suspended pending a disciplinary hearing:

1. Vandalism of the school, school property, or personal property. Students and their parent(s) or guardian(s) shall be liable for all damage to the school equipment or property.
2. Setting off the fire alarm.
3. Being under the influence or in possession of any illegal substances (alcohol or other drugs). Student will be required to complete a urinalysis (UA) within 24 hours of the offense in order to be granted an appeal. After completing an appeal, the student will be required to complete a chemical assessment and follow any recommendations made.
4. Possession of any drug or drug paraphernalia.
5. Theft of school property or personal property.
6. Harassment, intimidation, or bullying as outlined in section 7.6, Harassment and Bullying.
7. Written or verbal statements that threaten harm, danger, or violence towards another person or property. Suspension will be indefinite and will require the completion of a psychological evaluation and conference to consider the return to school. Dismissal may be recommended. If reinstated, a student will be placed on probation and on a contract with specifications for continued attendance.

The following offenses will result either in a restorative justice circle, suspension from Central Catholic, and/or disciplinary probation.

The Dean of Student Management will determine the appropriate outcome depending on the nature of the situation.

1. Fighting.
2. Abusive language.
3. Insubordination: an act of defiance or disrespect toward a staff member; failure to comply with a directive.
4. Repeated behavioral referrals.
5. Truancy (skipping school).
6. Leaving school premises without permission.
7. Use or possession of tobacco products. Any vaping device will be regarded as an illegal substance and treated as such (see Major Infraction).

<ul style="list-style-type: none"> ● 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> <p><input type="checkbox"/> 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>	<ul style="list-style-type: none"> 8. Possession of drug paraphernalia. 9. Signature forgery, fraud, or impersonating another. 10. Repeated parking violations. 11. Conduct that would reflect adversely on Central Catholic or the Catholic Church. 12. Involvement in any criminal activity such as theft, drug use, or distribution 13. Any behavior the school determines to be contrary to its vision and mission. <p>In order to promote a safe environment and maintain the reputation of Central Catholic, the school reserves the right to address behavior and impose consequences for students' actions that occur off campus or outside of school. Actions that are contradictory to the school's vision, mission, and ISOs will be grounds for disciplinary action including dismissal from school. Students who are suspended will not be allowed to attend classes until the Dean of Student Management has had a formal meeting with the student and parent(s) or guardian(s). Students who are dismissed or suspended are not allowed to be on campus or be at any school functions.</p> <p>30</p> <h3>7.5 Substance Abuse Philosophy</h3> <p>Central Catholic High School is committed to creating a climate and culture in which all students are able to learn to the best of their ability. Perceived and real threats to student safety, and harassment of any nature, heighten student stress, and decrease student learning. Students and families who perceive that the use of alcohol, tobacco, and other drugs is acceptable and/or not harmful are at greater risk for using these substances. Learning is interrupted when the student is under the influence of alcohol and other drugs, or when alcohol or other drug residuals are in their system. Further, these behaviors are disruptive to the student's physical, emotional, social, and academic growth.</p> <h4>Students</h4> <p>Any student who freely approaches a counselor, administrator, teacher, or coach for help regarding their alcohol, tobacco, or other drug use will be assisted through the counseling department in a confidential and non-disciplinary manner. Students who come to school under the influence will be released to parents or guardians and sent home for the day. The student, parents and guardian will meet with The Dean of Student Management to determine outcomes and support before the student is allowed to return to school. Statistics prove that students who begin using alcohol, tobacco, and other drugs at an early age dramatically increase their chances of developing a chemical dependency problem. Denial of the issue or an unwillingness to address the situation is the biggest obstacle preventing successful resolution of the problem. If intercepted early, a long term problem may be avoided. Central Catholic has two goals in addressing substance abuse: prevention and early intervention. We will work directly with students and parent(s) or guardian(s) to provide ongoing education about substance abuse. Our counselors will work with students and families in a confidential setting to provide needed assistance and resources.</p> <h4>Parents</h4> <p>Parents and older siblings are both legally and morally responsible any time they allow alcohol and/or drug use by underage minors. Parents are asked to closely monitor the activities of their children especially at times when the parents cannot be present in the</p>
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home. Supervised or unsupervised events where students use alcohol and/ or drugs in the home, when brought to the attention of the school, will result in appropriate disciplinary action. Any adult who trades, sells, gives away, or offers to trade, sell, or give away alcohol, controlled substances, performanceenhancing drugs, or other hazardous substances to a Central Catholic student will result in notification of the proper authorities and will compromise the partnership between the family and the school. Central Catholic High School's Drug and Alcohol Policy is designed to hold students and parents accountable for this type of seriously unacceptable and potentially dangerous behavior, discourage any activity that supports continued abuse and addiction, while supporting the student and their family and offer assistance in the healing process.

7.6 Harassment and Bullying

Central Catholic High School is committed to providing an educational environment that is free of all forms of harassment, intimidation, and bullying including cyber bullying. As described in our ISOs, students are expected to be relational, open to others, and respect each other in accordance with the social and moral teachings of the Catholic Church. Disrespect or behavior that creates an unsafe educational environment will have disciplinary consequences.

Harassment is unwanted nonverbal, verbal, written, graphic, or physical behavior directed at an individual or group on the basis of race, ethnicity, physical and mental disability, gender, sexual orientation, and religious and political affiliation, or unwelcome behavior of a sexual nature.

Harassment is illegal when:

1. The behavior is unwanted and/or unwelcome.
2. The behavior causes harm or is severe in nature.
3. The behavior is repeated, pervasive, or persistent.

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Harassment may be based on, but not limited to, the federally protected class status of a person. "Protected class" means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, national origin, marital status, familial status, source of income, or disability. (ORS 339.351-339.364)

Bullying is a form of violence; aggressive behavior that is intentional and involves an imbalance of power or strength. Although definitions of bullying can vary, most agree that bullying usually includes: attack or intimidation with the intention to cause fear, distress, or harm that is either:

1. Physical (hitting or punching)
2. Verbal (name calling, teasing)
3. Psychological (rumors, social exclusion, relational aggression).

Harassment, intimidation, or bullying is defined as an act that:

1. Substantially interferes with a students' educational benefits, opportunities or performance.
2. Takes place on or immediately adjacent to school grounds, at any school-sponsored activity, or on school-provided transportation.

Has the effect of:

1. Physically harming a student or damaging a student's property.
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property.
3. Creating a hostile educational environment, including interfering with the psychological well-being of a student; and
4. May be based on, but not limited to the protected class status of a person.

Inappropriate student interactions could be:

1. Bullying and harassment including physical, verbal, nonverbal, and/or relational.
2. Intimidation including physical, verbal, nonverbal, and relational.
3. Hazing including initiation rituals.
4. Sexual behaviors including using sexual language, inappropriate touching, and/or sexting.
5. Cyber bullying including the use of any electronic communication device to harass, intimidate, and/or bully.

Cyber bullying is the use of technology to harass, humiliate, or threaten someone. Sexting is sending, receiving, or being in possession of sexually explicit or sexually suggestive images or video via a cell phone or computer.

Students found to be in violation of the anti-harassment policy will be subject to disciplinary actions as specified in the Behavior Policies (section 7) of this handbook. Students who retaliate will be subject to further disciplinary actions.

Procedure for Reporting Bullying or Harassment

Students who are being bullied or harassed or have witnessed such an incident should report the incident immediately to a staff member (i.e. teacher, counselor, administrator, coach). The following procedure will be followed once a bullying or harassment incident is reported:

1. Staff member will take a report from the student.
2. Staff member will fill out a written report and submit it to the Dean of Student Management.
3. Dean of Student Management will conduct an investigation and determine the course of action according to school policy.

Students who intentionally make a false accusation of harassment will be subject to disciplinary actions specified by the Dean of Student Management.

7.7 Academic Integrity

Central Catholic High School offers a rigorous education rooted in equity, collaboration, and a Catholic worldview. Every student is supported in developing their intellectual potential and in using their intellectual talents to become the best version of themselves. The personal development of each student is more important than the achievement of academic success. Personal integrity is essential for building community, promoting social justice, and living as a person of character.

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Academic Misconduct

Academic Misconduct is outlined as any of the following:

1. Violation of course rules as contained in the course syllabus or other information provided to the student by the teacher/school;
2. Knowingly providing or receiving information during examinations such as course examinations; or the possession and/or use of unauthorized materials during those examinations;
3. Knowingly providing or using unauthorized assistance in labs, projects, or on a course assignment;
4. Submitting plagiarized work for an academic requirement, such as homework or assessments. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
5. Submitting substantially the same work to satisfy requirements for multiple classes without permission of the teacher of the course for which the work is being submitted;
6. Falsification, fabrication, or dishonesty in creating or reporting lab results, research results, and/or any other assignments;
7. Serving as, or enlisting the assistance of a peer for a student in any graded assignments without the expressed permission of the

course teacher;

8. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material, or manipulating a grading system;

9. Students using the camera function of their cellular phones during exams or quizzes will be subject to an integrity violation.

10. A student who cheats on a semester or unit exam or project will receive a zero for that exam.

When a student signs their name to a paper or project, the student is pledging that it is their own work. Cheating in any form is a violation of personal integrity and damages the community. Cheating is not tolerated at Central Catholic. Any student who is found to have any academic misconduct will be given an integrity violation and it will be recorded in the student's permanent record. The behavioral consequence will be upheld by the Dean of Student Management, Safety, and Security.

Consequences for Academic Integrity Violations

First offense: The student will automatically receive a zero (0) on the particular assignment or test. The teacher will notify the parents. The incident will be documented; the Dean of Student Management will meet with the student to participate in a restorative justice circle; and the student will be referred to their counselor.

Second offense: The student will automatically receive a zero (0) on the particular assignment or test. The incident will be documented and the student will be placed on Academic Integrity Probation. This will entail a conference with the student, the parent(s) or guardian(s), the Dean of Student Management, and any other school personnel involved in the matter. The student, along with others in attendance at this meeting, will develop a plan of assistance.

Third offense: The incident will be documented. The student will automatically receive a zero (0) on the particular assignment or test. The student will be dismissed with an opportunity for an appeal.

Fourth offense: The student is dismissed from Central Catholic with no option to appeal.

7.8 Anti-Hate and Anti-Racism Policy

The sole purpose of the Anti-Hate and Anti-Racism policy is to create a safe and positive learning environment for all students and staff members, free from any form of microaggressions, racism, or unconscious-bias/biases towards any group of people. We are all encouraged to think before we speak at Central Catholic High School. It is the sole responsibility of each student and staff member to educate themselves on microaggressions, racism, and unconscious bias/biases.

Ignorance of the actions upheld by the policy are no excuse and will be enforced to the fullest extent and may be punishable by immediate expulsion.

The Anti-Hate and Anti-Racism Policy is a four (4) tier policy that is rooted in the Restorative Justice philosophy and creates a learning environment that is Christ-centered, inclusive, and fosters growth and education.

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This policy is in line with the vision for success of Central Catholic in creating an inclusive and supportive community. The Dean of Student Management will partner with culturally diverse organizations to provide restorative justice partnerships and community service opportunities for students who offend based on racial, ethnic, physical and mental disability, gender, sexual orientation, and religious affiliation.

The behavioral interventions for these types of offenses will be upheld by the Dean of Student Management and will follow the process below:

1. Students, parents, or guardians will meet with The Dean of Student Management to discuss the infraction and inform of next steps.
2. The student will participate in a Restorative Justice Partnership for 3-5 days. This will be an enrichment opportunity at a Community Based Organization (CBO) with community service and opportunity to find value and appreciation for the culture that the student offended.
 - a. This community service does NOT qualify for hours needed for academic requirements.
 - b. Students will NOT be able to be on Central Catholic property, participate in any school extra-curricular activities, clubs, or team activities during this time.
 - c. All academic responsibilities are expected to be upheld and no exceptions will be made for late or missing assignments.
 - d. Students are responsible for transporting themselves to and from the designated CBO.
 - e. Students will be at the CBO from 9:00 a.m. - 1:00 p.m.
 - f. If the student is late to the CBO, or if there are any other issues, the student may move to the final step of expulsion with no option to appeal at the discretion of The Dean of Student Management and in consultation with the Principal.
3. Upon completing the 3-5 day Restorative Justice Partnership experience, the student, parents, and guardians will meet with the Dean of Student Management to discuss reentry back into the Central Catholic community.
4. If the student has any additional infractions of this nature, the student is expelled (or given the option to withdraw) from Central Catholic with NO option to appeal.

7.9 Discipline Consequences

Restorative Justice Circle

Restorative Justice Circles provide an opportunity for community members to come together and address harmful behavior in a process that explores harms and needs, obligations, and necessary engagement.

Who's involved?

- Responsible Parties: the individuals whose actions have harmed others and/or the community
- Impacted Parties: those who were directly harmed by the respondents' actions
- Affected Parties: others who consider themselves or their community to have been harmed by the actions of the respondents
- Supporting Parties: friends or family of either the respondents or the affected parties
- Facilitator: the Dean of Student Management, who facilitates the Circle

What takes place at a Circle?

Circles bring all parties together to meet, talk about what happened, and settle on a plan to repair the harm.

In a typical Circle:

- Each person introduces themselves and their relationship within the Circle.
- Responsible Parties share what happened before, during, and after the incident, and how they feel about what happened.
- Affected Parties and Impacted Parties share what happened before, during, and after the incident, how they feel about what happened, and any questions they have
- Supporting Parties are invited to share any thoughts or feelings about what they've heard.
- The Dean of Student Management will ask questions to help guide the process and is multipartial, rather than impartial: they

are committed to supporting and assisting all parties in helping each person tell their story well.

- Once everyone has spoken, the group will brainstorm options for repairing the harm done. Choosing from the options, the group decides which options could best repair the harm and that address the most important issues.
- If the group chooses to create a written Agreement, The Dean of Student Management will record the options chosen and compile the Agreement, which is signed by all parties.
- The Dean of Student Management provides formal closure to the Circle. Participants are encouraged to contact The Dean of Student Management with any concerns about non-compliance.

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What are the benefits of using Circles to resolve complaints?

- Rather than focusing on what policies have been violated, Circles instead help identify who has been hurt and what must be done to repair the harm.
- In a Circle, all parties work together to develop an agreement that resolves the issue. All parties must assent in order for agreement to be reached. All parties exit feeling satisfied about both the process and the outcome.
- Circles help Responsible Parties restore their standing in their communities and repair any relationships that were damaged by their actions. Respondents often report that their ties within the community are strengthened as a result of having participated in the Circle.
- Circles provide Impacted Parties a safe, facilitated space to tell the Respondent how their actions caused harm. Impacted parties play an active part in deciding how the Respondent can best repair the harm done.
- Circles allow Supporting Parties to describe more holistically how what occurred has affected the party they are supporting.
- For complaints that may also constitute violations of the Statement, successful resolutions using Circles mean that the Respondent does not incur a disciplinary record.

Detention

Students who are assigned to after school detention are to report to the office of The Dean of Student Management within ten (10) minutes of the end of the last class of the day. The detention is to be served on the same day it is assigned. In case of undue hardship, it is up to the discretion of the Dean of Student Management to defer detention for one day.

If a student fails to show up for detention, the assigned time is doubled. The second time a student fails to appear, the time will be doubled again and a warning will be issued. On the third failure to appear for detention, suspension procedures may be initiated, and the student may be suspended from co-curricular activities. Students who accumulate more than five (5) hours of detention will be required to have a parent(s) or guardian(s) conference with the possibility of probation. The remaining time will still need to be completed.

Students will not be allowed to take finals until all detention time is served.

Students may not participate in athletics or co-curricular activities until they have served at least 30 minutes of their assigned detention. This will apply every day until the assigned detention is completed.

Probation

Students may be placed on probation for violating school rules and policies. First time probation generally lasts one full semester.

Terms of probation vary by circumstances, but a standard probation usually includes the following:

1. The student must make an appointment to see her or his counselor on a regular and ongoing basis.
2. The student must earn an assessment rating of at least satisfactory in effort, conduct, and attitude on all future inquiries or progress reports.
3. Any further major discipline problems during the period of probation will be considered grounds for dismissal from Central Catholic.

Suspension

When a student is suspended for committing an offense, the following sequence will occur:

1. Student will be removed from regular classes by the Dean of Student Management.
2. If the student is suspended, the student's parent(s) or guardian(s) will be contacted before the student is released from school.
3. The length of suspension will depend on the seriousness of the offense.
4. The student may be readmitted on probation after the Dean of Student Management meets with the student and parent(s) or guardian(s).
5. Suspension will be considered an unapproved absence, but academic work may be completed without penalty during the period of suspension.
6. Student may not participate in athletics or co-curricular activities.
7. Suspension or probation does not appear on a student's transcript that is forwarded to employers, colleges, or universities.
8. Students who are readmitted after suspension will be placed on probation.
9. If a student is suspended it could jeopardize current scholarships and it may affect their ability to receive a merit based scholarship the following year. Student behavior does not impact financial aid.

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Dismissal

When a student is dismissed for committing an offense, the following sequence will occur:

1. The Dean of Student Management will consult with the Principal in all cases of dismissal.
2. Notification of the incident is made to student's parent(s) or guardian(s) and counselor.
3. Students who are dismissed for disciplinary reasons have the right to appeal this decision (unless otherwise stated) before the Disciplinary Appeal Board.
4. The dismissed student shall return their ID card to the Dean of Student Management, clean out their locker, and return all library books and access card.
5. The dismissed student will have their parent(s) or guardian(s) make the necessary arrangements with the registrar for transferring records to a new school.
6. The dismissed student will not be allowed back on the Central Catholic campus for any reason.
7. The dismissed student will not be allowed to attend any function that is the sole activity or event of Central Catholic whether on campus or away.
8. Permission for exceptions to any of the above may be granted upon written request to the Dean of Student Management.
9. In some circumstances the student may appeal for re-admission the following school year. Central Catholic does not accept senior transfers.

Appeal

The Disciplinary Appeal Board is composed of the Dean of Student Management, two (2) faculty members, and another faculty member who is chosen by the student to guide them through the appeal process. The board will hear all requests for appeal when a student is dismissed, and render recommendations to the Principal.

1. Students who are dismissed for disciplinary or academic reasons have the right to appeal this decision before the Disciplinary Appeal Board.
2. The student, parent(s) or guardian(s), and a student-selected advocate present their case for review to the Disciplinary Appeal Board.
3. Following this meeting, each faculty member on the board votes independently on the status of the student.
4. The Dean of Student Management will review this meeting and the recommendation of the Disciplinary Appeal Board with the Principal, who will make the final decision in all cases of dismissal.
5. The Dean of Student Management will inform the parent(s) or guardian(s), and student of the final decision.
6. If the student is dismissed, they must follow the dismissal check-out procedures.
7. If the student is re-admitted, the Dean of Student Management will set the length and terms of the probation based on recommendations from the Disciplinary Appeal Board.

Interpretation of Behavior Policy
 Central Catholic High School reserves the right to clarify and interpret all policies and regulations

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input 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.	The isolation room is equipped with N95 masks and will be disposed of after each use.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<p>COVID-19 Testing On-Site: Central Catholic is partnering with Northwest Mobile Testing to provide entry testing: universal one-time testing to identify asymptomatic individuals who could potentially introduce infection to the school community. This will be an antigen test for all students, faculty and staff who plan to be on campus for hybrid learning, co-curriculars, or any school activity. Cohort Group A will be tested on Monday, January 25th. Cohort Group B will be tested on January 30 and 31. A test through Northwest Mobile Testing will be required for anyone to be allowed on campus. All testing will take place at Central Catholic High School.</p> <p>Key administrators, faculty, and staff are being trained in symptomatic Testing. This is testing done for symptomatic individuals to identify a COVID-19 infection if they present symptoms while on campus. Offering a school-based option for rapid testing and results helps to provide reassurance that risk mitigation can be implemented quickly. Training</p>

and testing for symptomatic testing is provided by the Oregon Health Authority.

Central Catholic is considering surveillance testing as we move through the month of February and will take direction from the Oregon Health Authority depending on the availability of vaccines, how well we have been able to control spread within the community, and State and Federal plans to support surveillance testing in schools.

COVID Symptom Response Plan:

Community Response: STAY HOME WHEN YOU ARE SICK:

Students, faculty, and staff who develop primary symptoms of illness (cough, a temperature of 100.4°F or higher, chills, shortness of breath, difficulty breathing, or new loss of taste or smell) will report this to the school.

The school will record the symptoms reported or observed using a symptom tracking tool. This form allows for the CONFIDENTIAL documentation of symptoms and the date school became aware and excluded the individual.

Students, faculty, and staff who have symptoms will stay home or be sent home.

Students, faculty, and staff who have been exposed to someone who has tested positive for COVID-19, is waiting for a COVID-19 test result for themselves, or has a positive COVID-19 test result will report this exposure to the school prior to returning to campus through our reporting system using the COVID-19 Event Reporting Form and should remove themselves from all on-campus contact until they have communicated with our Designated Contact Tracer for clearance.

Any questions regarding COVID-19 health concerns, contact tracing, symptoms, isolation, and quarantine should be directed to healthreporting@centralcatholichigh.org

School Response:

Students, faculty, and staff who develop symptoms of illness while at school will alert their teacher and/or [supervisor] immediately. We encourage all students with COVID-19 symptoms to seek medical advice. If the ill person has non- COVID-19 symptoms, then usual disease-specific return-to-school guidance should be followed.

Responses to reports of COVID-19 symptoms depend on factors such as exposure, alternative diagnosis, and testing status criteria as described for each COVID-19 scenario outlined through the RSSL Planning for COVID-19 Scenarios in Schools:

Scenario A (ODE 2a):

The ill person has no known COVID-19 contacts in the past 14 days. Send or stay home to isolate for 10 days after symptoms first appeared and until 24 hours after the fever is resolved, without the use of fever-reducing medicine, and other symptoms are improving. ● If the ill person has a clear alternative non-respiratory diagnosis identified by a healthcare provider as the cause of the person's illness (e.g., a positive urine culture in a child with fever), then usual disease-specific return-to-school guidance should be followed and the person should be fever-free for 24 hours, without the use of fever-reducing medicine. ○ A healthcare provider note is required for return to school before 10 days of isolation, ensuring that the person is no longer contagious.

Scenario Ai (ODE 4a):
 An ill student or staff member does not get tested and no known COVID-19 contacts in the past 14 days. with a COVID-19 viral test. Isolate at home for 10 days after symptoms first appear and until 24 hours after the fever is resolved, without the use of fever-reducing medicine, and other symptoms are improving. ● If the ill person has a clear alternative non-respiratory diagnosis is identified by a healthcare provider as the cause of the person’s illness (e.g., a positive urine culture in a child with fever), then usual disease-specific return-to-school guidance should be followed and the person should be fever-free for 24 hours, without the use of fever-reducing medicine. ○ A healthcare provider note is required for return to school before 10 days of isolation, ensuring that the person is no longer contagious. If the ill person has no alternative diagnosis is identified by a healthcare provider as the cause of the person’s illness, all household members must quarantine at home.

Scenario B (ODE 2b):
 The ill person was in close contact with someone who had confirmed COVID-19 in the past 14 days. Record the symptoms reported or observed, and the date school became aware/excluded the individual. Send the student or staff home to isolate. The ill person may be a “presumptive case,” due to their symptoms and recent contact with a COVID-19 case. ● Record the symptoms reported or observed, and the date school became aware/excluded the individual. Seek testing from a healthcare provider.

If a Symptomatic Person Tests Positive While On Campus The School Will:
 Close off areas used by the person who is sick.
 Clean and disinfect all exposed areas. Wait 24 hours or, if a 24-hour wait is not possible, wait as long as practical before we clean or disinfect.
 Open outside doors and windows to increase air circulation in the exposed area
 Collect information about the student, faculty, and staff contacts among people in the building for the period starting two (2) days prior to symptom onset to identify other people who could be considered exposed.
 If a student, faculty, and staff person is confirmed infected we will inform the school community of their possible exposure to COVID-19 in the school within 24 hours but maintain confidentiality as required by the Americans with Disabilities Act.
 Our Contact Tracer will instruct those potentially exposed about how to proceed based on the CDC Public Health Recommendations for Community-related Exposure and will follow the guidance of the Multnomah County Health Department for recommendations for isolation and quarantine.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students.	<p>If a Symptomatic Person Tests Positive While On Campus The School Will:</p> <p>Close off areas used by the person who is sick.</p> <p>Clean and disinfect all exposed areas. Wait 24 hours or, if a 24-hour wait is not possible, wait as long as practical before we clean or disinfect.</p> <p>Open outside doors and windows to increase air circulation in the exposed area</p>

Collect information about the student, faculty, and staff contacts among people in the building for the period starting two (2) days prior to symptom onset to identify other people who could be considered exposed.

If a student, faculty, and staff person is confirmed infected we will inform the school community of their possible exposure to COVID-19 in the school within 24 hours but maintain confidentiality as required by the Americans with Disabilities Act.

Our Contact Tracer will instruct those potentially exposed about how to proceed based on the CDC Public Health Recommendations for Community-related Exposure and will follow the guidance of the Multnomah County Health Department for recommendations for isolation and quarantine.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input 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 playgrounds. <input type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<p>CLEANING AND HYGIENE</p> <p>Cleaning and Hygiene Protocols:</p> <p>The school will follow CDC guidelines for cleaning and disinfecting, and cleaning and sanitation guidance from OSHA. This includes electrostatic disinfectant and EPA-approved disinfectants. Central Catholic currently uses Oxivir Tb Disinfectant Cleaner, manufactured by Diversey, which is rated for one minute contact to kill Coronavirus</p> <p>Frequently touched surfaces and objects such as light switches, doorknobs, desktops, will be cleaned at every transition.</p> <p>Bathrooms will be cleaned and disinfected hourly with a posted cleaning log. Surfaces and objects that are not frequently touched will be cleaned daily. The building will be completely sanitized and cleaned at least once every 24 hours.</p> <p>Items that are not essential to teaching in shared spaces have been removed to reduce frequent handling or contact by multiple people. Soft and porous material, such as area rugs and seating, have been removed to reduce challenges with cleaning and disinfecting.</p> <p>The school will promote safe hygiene practices as set forth by the CDC through direct teaching, scheduled time for handwashing, and visual displays throughout the school.</p> <p>The school will follow the practice of key times to wash hands or sanitize hands:</p> <p>Before and after eating food</p> <p>After using the bathroom</p>

After blowing your nose, coughing, or sneezing

After touching garbage

After touching an item or surface that may be frequently touched by other people such as door handles, tables, or electronic screens, etc.

Before touching your eyes, nose, or mouth because that’s how germs enter our bodies

Alcohol-based hand sanitizer is available in every room of the school. Sanitizer can quickly reduce the number of germs on hands in many situations. Sanitizer is not a substitution for hand washing.

Physical distancing will be practiced in combination with other everyday preventive actions to reduce the spread of COVID-19, including wearing cloth face coverings, encouraging students to avoid touching their face with unwashed hands, and frequently washing hands with soap and water for at least 20 seconds.



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>