Oak Hill School
Programming
2020/2021
Oak Hill School (OHS) plans to have all students return to classrooms for fulltime instruction on August 31, 2020, so long as public health data continues to support this model. This model is supported by more intensive mitigation strategies and specific monitoring, containment, class cancellation plans, and developed "Health and Safety" and "Programming" protocols.

In addition to full-time in-person instruction plans as indicated above, OHS is prepared to modify plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes and guidance from DPH to establish a tiered system to guide decision-making if additional public health and safety restrictions are required.
**General Information**

**Opening:** Oak Hill School Programming is aligned with “Adapt, Advance, Achieve: CT’s Plan to Learn and Grow Together”. Oak Hill School will fully open August 31, 2020.

**Compliance:** Oak Hill School (OHS) locations comply with the State Department of Education (SDE) and with the CDC Decision Tool available here; [https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf)

**Suspending In-Person Classes:** Oak Hill School Superintendent/Chief Administrator, may suspend in-person classes at any time due to health & safety risks.

Any changes in the policies and protocols, need to cancel classes, or other changes or restrictions will be communicated to the community via PowerSchool messenger and/or notification on TV stations (Channel 3, 6 and 8).
Compliance Liaison: Mark Hedrick, Senior Director of Education will serve as COVID-19 Compliance Liaison. – Mark can be contacted via email mark.hedrick@oakhillct.org or by phone 860.543.4473
Medical Professional

Health and Safety Compliance Liaison: Joann Diaz, Health Services Coordinator will serve as our Health and Safety Compliance Liaison for all COVID-19 related health matters for both staff and students. Joann can be contacted via email joann.diaz@oakhillct.org or by phone 860.280.7145
OHS has developed a plan for parents and students who may temporarily choose not to participate in the return to school due to a verified medical reason or voluntarily choose for students to temporarily engage in learning from home for a variety of other reasons. The plan considers our students need for routines and connections with educators as they provide stability, security, and structure that can keep them happy, active, engaged, and healthy. OHS understands that the term “continuous learning” means establishing and maintaining connections with students and families to provide learning materials and supports using a variety of communication channels and modalities (e.g., email, phone, printed learning materials, and available online platforms).

These supports may change based on future CSDE guidance
Temporary Choosing Not to Participate

The plan includes temporary support options for students who continue remote learning from home, including but not limited to offering families the robust educational support options:

- Most activities will be streamed via Zoom/Teams for students to access remotely.
- Recorded Zoom/Teams lessons that can be accessed by students at any time.
- Professional and Paraprofessional support while participating in virtual learning.
- Streaming group music and art therapy
- Clinical supports reflected in ongoing calls, coaching in difficult situations, and assessing student and family needs.
- Providing materials and technology needed to participate in all activities and lessons

These supports may change based on future CSDE guidance
Temporary Choosing Not to Participate

- “High Risk” professionals and paraprofessionals will be supporting instructional needs via remote teaching/learning and online tutoring needs.
- CSDE will launch CT Learning hub, an interactive webpage of digital resources to support online and offline learning. Use of CT Learning Hub, which provides universal access to curated high quality, high impact online learning content for math, English language arts, science, social studies, the arts, physical education and more anytime, anywhere will support educators in providing quality remote learning opportunities.
- OHS supports professional development opportunities that assist education team in providing quality remote learning opportunities.
- OHS developed and is implementing the Plan to Reimagine CT Classrooms for Continuous Learning in partnership with teachers, families, and local education boards.
- OHS educational and clinical team will be providing parent training

These supports may change based on future CSDE guidance
Priority Access for our Student Population: Oak Hill School has developed a consistent policy for its approach to priority access should there be future closures.
Visitor Policy: Visitors will not be permitted into school facilities unless required by law, or otherwise required by a student’s individualized educational plan.

Scope: This policy applies to all Oak Hill employees.

For the health and safety of both Oak Hill School students and staff, visitors will not be permitted into school facilities unless required by law, or otherwise required by a student’s individualized educational plan; therefore, Oak Hill School’s (OHS) open-door policy is temporarily discontinued. This policy will apply and remain in effect while the federal and state government deem the Corona Virus pandemic to exist and is a threat to public health.

Accordingly, and as applicable, staff must direct families, advocates, districts, and other stakeholders to communicate with Oak Hill School through other modes of communication, e.g. phone call, Zoom, Microsoft Teams, or Skype conferencing. This visitor policy supersedes all other Oak Hill School visitor policies currently on file.
Future Planning for Remote Blended Learning

LOW

<table>
<thead>
<tr>
<th>LOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>School operating up to 100% capacity</td>
</tr>
<tr>
<td>Floor plans designed to accommodate social distancing</td>
</tr>
<tr>
<td>Van protocols developed and implemented for transporting students when necessary.</td>
</tr>
<tr>
<td>Students/ staff with underlying conditions are considered for blended/ remote learning.</td>
</tr>
<tr>
<td>Face coverings and needed PPE is available for students and staff while inside of classrooms.</td>
</tr>
<tr>
<td>Isolation rooms identified</td>
</tr>
<tr>
<td>Classroom groups, including consistent teaching teams, are in place.</td>
</tr>
</tbody>
</table>
**Future Planning for Remote Blended Learning**

**MODERATE**

<table>
<thead>
<tr>
<th>MODERATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>School operating at reduced capacity</td>
</tr>
<tr>
<td>Floor plans designed to accommodate social distancing</td>
</tr>
<tr>
<td>Van protocols developed and implemented for transporting students when necessary.</td>
</tr>
<tr>
<td>Students/ staff with underlying conditions are considered for blended/ remote learning.</td>
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<tr>
<td>Face coverings and needed PPE is available for students and staff while inside of classrooms.</td>
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</tbody>
</table>
Future Planning for Remote Blended Learning

<table>
<thead>
<tr>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>School closed to in-person learning and providing 100% remote learning</td>
</tr>
<tr>
<td>Classroom space empty, and everyone is working remotely except for staff that needs to create materials using classroom equipment or do not have the technology available remotely.</td>
</tr>
<tr>
<td>Vans are not utilized.</td>
</tr>
<tr>
<td>Materials and technology are sent home for students to immediately engage in remote learning upon the cancellation of in-school classes.</td>
</tr>
<tr>
<td>Distance learning plans will be developed to address individual students' IEP goals and objectives.</td>
</tr>
<tr>
<td>A plan for extended absences is developed and will be communicated with parents or guardians in the event of a second extended closure. Particular attention is placed on communicating the distribution of food and devices or learning materials. Materials will be modified for use by students based on individual needs. All plans will be posted on the website.</td>
</tr>
</tbody>
</table>
Oak Hill School provides meals for many students, staff will adhere to the meal and snack protocols. Snacks offered to the students will be individually prepacked for limited cross contamination. If meals are sent from home, they will be removed from lunch boxes, and put in a brown bag labeled with student’s name and placed in refrigerator. All reusable containers or items will be returned home for cleaning. They will be placed in the brown bag and put into the lunch box. Student mealtimes should not be scheduled inside the facilities when at all possible. All public health and safety guidelines for social distancing will be followed if eating inside.
## Weekly meal pattern requirements for breakfast

<table>
<thead>
<tr>
<th>Grades</th>
<th>Milk (cups)</th>
<th>Fruits (cups)</th>
<th>Grains (ounce equivalents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>5</td>
<td>5</td>
<td>7-10</td>
</tr>
<tr>
<td>6-8</td>
<td>5</td>
<td>5</td>
<td>8-10</td>
</tr>
<tr>
<td>9-12</td>
<td>5</td>
<td>5</td>
<td>9-10</td>
</tr>
</tbody>
</table>
**Food components Weekly meal pattern requirements for lunch**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Milk (cups)</th>
<th>Fruits (cups)</th>
<th>Vegetables (cups)</th>
<th>Grains (ounce equivalents)</th>
<th>Meat/Meat alternatives (ounce equivalents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>5</td>
<td>2 ½</td>
<td>3 ¾</td>
<td>8-9</td>
<td>8-10</td>
</tr>
<tr>
<td>6-8</td>
<td>5</td>
<td>2 ½</td>
<td>3 ¾</td>
<td>8-9</td>
<td>9-10</td>
</tr>
<tr>
<td>9-12</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10-12</td>
<td>10-12</td>
</tr>
</tbody>
</table>
Student Meals

• Food preparation will have 2 assigned staff to prepare the meals at the end of the day. This time allots for any prepping and cooking without interruption that can cause further contamination. ***Standard precautions will be maintained for all staff prepping meals.

• Staff will be:
  • symptom free of COVID-19, without temperature of 100.0 degrees
  • wear proper PPE including gloves, gown, face mask, hair & body covering
  • perform hand hygiene prior to food preparation and immediately after
  • follow cleaning and disinfecting protocols
Student Meals

- **Steps to prepare:**
  - Perform Hand Hygiene
  - Don PPE
  - Ensure all cooking items are sanitized in the dishwasher
  - Prep food
  - Place in individualized containers and refrigerate for students to heat in the microwave the next day if necessary.
  - Disinfect and Sanitize all cooking items in dishwasher and follow disinfecting protocol
  - Remove PPE & place in proper storage units if using reusable (following duffing of PPE)
Student Meals

- **Steps for eating times**
- Disinfect area where eating will take place
- Students to perform hand hygiene
- Student will get their lunch and prepare it for eating. (i.e. heating, mixing, etc)
- Staff assigned to assist in eating must perform hand hygiene
- After food is consumed discard leftovers, place container in proper receptacle or dishwasher.
- Student to perform hand hygiene
- Staff to clean and disinfect area that student was eating
- Staff to perform hand hygiene.
Programming Instruction

- Oak Hill School program provides meaningful and functional academic and enrichment-based opportunities for students. Oak Hill School program will be even more important to students, as well as districts to provide FAPE for our shared students through innovative approaches to learning for reopening and beyond. For the purpose of preparedness OHS has developed three plans to consider for different scenarios.
• Learner-Focused approach: to assess each student in the areas of: functional academics (reading, math), behavioral, social emotional, vocational, and activities of daily living to identify gaps and develop targeted individualized learning plans and programming needs.
<table>
<thead>
<tr>
<th>Goal Summary</th>
<th>Objective Summary</th>
<th>Materials, Books, Equipment</th>
<th>Implementation</th>
<th>Online Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

Implementation Plan
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Objectives/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:30</td>
<td>Breakfast and Hygiene</td>
<td></td>
</tr>
<tr>
<td>[60 minutes]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Morning Meeting</td>
<td></td>
</tr>
<tr>
<td>[30 minutes]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>[15 minutes]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15-10:45</td>
<td>Functional Academics</td>
<td></td>
</tr>
<tr>
<td>[30 minutes]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>Snack</td>
<td></td>
</tr>
<tr>
<td>[15 minutes]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Functional Academics</td>
<td></td>
</tr>
<tr>
<td>[30 minutes]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Lunch/Recreation</td>
<td></td>
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<tr>
<td>[60 minutes]</td>
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<td></td>
</tr>
<tr>
<td>12:30 – 1:00</td>
<td>Social Reading Group</td>
<td></td>
</tr>
<tr>
<td>[30 minutes]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 – 1:30</td>
<td>Online Learning</td>
<td></td>
</tr>
<tr>
<td>[30 minutes]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Thematic Group</td>
<td></td>
</tr>
<tr>
<td>[30 minutes]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Afternoon Meeting</td>
<td></td>
</tr>
<tr>
<td>[30 minutes]</td>
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<td></td>
</tr>
</tbody>
</table>
• The focused instruction will be on targeted knowledge and skills students need for success moving forward.

• Learner-Focused approach: to assess each student in the areas of: functional academics (reading, math), behavioral, social emotional, vocational, and activities of daily living to identify gaps and develop targeted individualized learning plans and programming needs.
Programming Instruction

• Clear expectations and consistent routines and structures are developed to help teachers and students demonstrate growth and succeed.
Oak Hill School provides instructions through thematic, project-based, real-world opportunities that deepen students’ conceptual understanding of key content and generalization.
Programming Instruction

• Learner Demonstrated: Oak Hill School provides Acceleration, Enrichment and Personalized instruction. Oak Hill School provides multiple and varied ways for students to access, engage with, and demonstrate their learning through varying functional and meaningful modalities i.e. independent projects, outdoor activities, and curricular groups.

• Oak Hill School encourages meaningful alternatives to screen time by implementing play based or offline learning utilizing everyday household items and functional hands-on activities.

• Oak Hill School provides meaningful programming focused on the continued acceleration or enrichment learning for all students, utilizing activities including art therapy, music therapy, yoga, movement, and vocational experiences.
Programming Instruction

Services include access to instruction via Blended Learning Opportunities which include synchronous and asynchronous teaching and learning to maximize connectedness and relationships.

Blended learning is defined as learning that combines online digital media with classroom methods, with some element of student control over time, place, path, or pace. Blended learning can take place on site, on campus, in a single classroom, or in remote settings.

• When remote, scheduled daily check-in and check-out procedures to maintain connections and engagement are in place. This will documented accordingly in the student information system for reference. Considerations are made for in-person learning to maintain proper social distancing guidelines.

• and Documentation of student programming opportunities includes: attendance, instructional methods, participation, communication amongst team members. Additionally, this will also be documented in the student’s Continued Educational Opportunity Plan (CEOP) and Oak Hill School’s student information system (SIS).

• Teaching through recorded video are in place, when applicable, engaging learners with their teacher’s voice.

• Students’ social and emotional development needs are addressed through regular communication, individualized supports, and the use of trauma-informed pedagogical techniques

• Most vulnerable students and their families are supported during all models of learning through regular communication by teachers and related service professionals, access to online resources and virtual learning platforms and technology necessary to engage in learning.

• Alternative programming includes but is not limited to: virtual learning, blended learning model, Microsoft Teams/Zoom live lessons or recorded lessons, Google classroom. Continued Education Opportunity Plans (CEOP) and schedules are developed for each student to ensure routines. Physical space considerations have been made to assist students in accessing their learning, such as site-based vocational activities and access to personalized instruction via virtual means. These will be delivered by professional staff with assistance from paraprofessional staff.

• Personalized instruction includes: Thematic Projects, Virtual Curricular Groups, Virtual Music and Art Therapy, Community outings following CDC and CSDE guidelines, site-based vocational opportunities, recreation and leisure activities, outdoor activities and independent projects. Additionally, content sent home by teachers provides functional and meaningful alternatives to screen time. Some of these include: recipes, board games, gardening, science projects, movement and stretching activities.
Expectations on Social Distancing:

• All students will be encouraged to maintain social distance from other returning students in accordance with State and Federal guidelines. Based on the State’s guidance for School Rules social distancing may not be possible when “accommodating students with special health care needs or disabilities who may require direct contact.” Environmental changes will be made in each classroom to support social distancing. Staff may use the following Physical/Psychological Management Techniques (PMT) - verbal redirection implied touch, prompts and guide-a-longs, to redirect students to their work areas. More restrictive techniques are not approved as they would necessarily require closer contact and could lead to behavioral concerns. If a student cannot be redirected with the approved technique, staff will redirect the other student to another area. Staff must document any instance of a student not engaging in social distancing after aforementioned PMT techniques. Remember: Social distancing is encouraged but not required. Restrictive techniques are not approved solely to maintain social distancing.
Clinical Team Covid-19 protocols

- The teams must review the supervision requirements and consider environmental changes in the classroom that support social distancing. Arm’s length supervision will be maintained where determined necessary for the student’s safety by the IDT.
Teachers and clinical staff will provide support to students for understanding social distancing expectations at a developmentally appropriate level. Strategies include social stories and play activities. We recognize that many students will want to cross social distancing boundaries and that redirecting in a sensitive and respectful way is crucial.

Social distancing will be possible for some students, however for many students social distancing with staff will not be possible.

Classrooms will develop social communication norms that support engagement and maintain a welcoming and positive school climate while following distancing.
All students are encouraged to wear masks in accordance with State and Federal guidelines. Prior to asking a student to wear a mask the IDT team needs to meet on each student to determine the student’s level of independence in wearing a mask, including placement and removal and how a mask can be safely removed during PMT/physical interventions. If the mask cannot be removed safely prior to any physical intervention, then the student will not be required to wear the mask. No student will be required to wear a mask if it is counter-indicated due to a medical concern. If a student wears a mask, the mask **MUST BE REMOVED PRIOR TO IMPLEMENTING ANY RESTRICTIVE PMT TECHNIQUES.**
## Mask Strategies for Students

<table>
<thead>
<tr>
<th>Do's</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model wearing a mask per school rules</td>
<td>Insist the student puts a mask on</td>
</tr>
<tr>
<td>Keep masks visibly available for students</td>
<td>Make a reinforcer contingent on mask use</td>
</tr>
<tr>
<td>Create individualize masks with the students (Have the student</td>
<td>Penalize a student for not wearing a mask</td>
</tr>
<tr>
<td>decorate their mask; use emojis!)</td>
<td></td>
</tr>
<tr>
<td>Ongoing education on all safety practices</td>
<td>Get into a power struggle over mask use</td>
</tr>
<tr>
<td>Do a self-awareness check before engaging with a student who is</td>
<td>Admonish a student for not wearing a mask</td>
</tr>
<tr>
<td>not wearing a mask</td>
<td></td>
</tr>
<tr>
<td>Let your supervisor know if you feel you can’t support a student</td>
<td>Go it alone!!</td>
</tr>
<tr>
<td>who is not wearing a mask</td>
<td></td>
</tr>
</tbody>
</table>
Oak Hill School philosophy and Attachment Self-Regulation and Competency (ARC) principles support flexibility in expectations on participation depending on a student’s emotional availability and behavior.

Staff must be attuned to the needs of the student and work with the teachers to adjust the expectations regarding student work and the class schedule.

Being attuned to the student means being aware of any precursor behaviors or indicators, as identified in the behavior plan, and being aware of any other changes in the student’s presentation that could indicate a need for adjusting the activity. Choices for activities will be available to promote this flexibility.
Oak Hill School is aware of the need to build and rebuild the sense of community and closeness that existed prior to COVID-19.

Students will not be able to participate in the close groups that typically would help to facilitate building of relationships. In order to build relationships within this more limited environment, students will have the opportunity to engage in preferred activities to reduce anxiety.

Whenever possible, outdoor activities should be part of the student’s schedule to promote wellbeing while reducing the risk for transmission. During the beginning of the re-opening plan and moving forward, instruction should be focused on relationship building as students get reintroduced to in-person learning.

Support features such as visual cues and signage regarding COVID-19 expectations and procedures should be universal throughout the school.
Regular communication and monitoring to support social and emotional development needs is vital during this transition.

Oak Hill School will communicate with parents in accordance to the general COVID-19 policy.

Teachers or designated staff will communicate with students what the expectations are, adjusting communication as appropriate to the student’s communication needs. Social stories can be used to help students understand the new expectations.

Members of the clinical team will be available to monitor and check-in with students to provide support during this transition.

Ongoing clinical services will be available utilizing trauma-informed techniques to support students with heightened anxiety and other adverse emotional reactions to the pandemic.

Oak Hill School will be providing support and flexibility for staff who are at higher risk during this transition.

The school will offer ongoing outlets for staff to debrief and raise concerns. Wellness activities will be added into the schedule for both staff and students to access, such as yoga and other mindfulness activities.

The clinical team will provide ongoing resources and information regarding stress management strategies during this transition period. The clinical team will also be available to support, and answer questions as requested. Mental health resources are also available on the Oak Hill School website.

Social/Emotional Needs and Supportive Culture
The team must ensure that the BIP has clear and appropriate guidelines regarding supervision, flexibility in work expectations, and supportive practices as noted above.

The team must consider that previous behavior techniques may no longer be available or appropriate due to the current State and Federal restrictions.

In accordance with Oak Hill School Behavior Management policy, the Behavior Intervention Plan must be adjusted using data by the IDT as appropriate for all students.

In instances where these guidelines are deemed insufficient to meet the behavioral needs of the returning student, the IDT will meet to make necessary modification to the Behavior Intervention Plan.
Staff will be trained in these new expectations as well on any changes in student BIPs. This training will include a focus on harm reduction as it relates to behavior management and the use of restorative practices to support our Oak Hill School family.
Oak Hill School philosophy, PMT principles, and State law require that physical restraints are used only in an emergency, when there is a significant risk of serious injury to the student or others. This requirement remains critical during the re-opening phases.

If there is a need for physical restraint, staff must wear surgical masks, face shields, and gowns. These items must always be readily available.

The classroom will have a designated staff who will assist in providing these items to all staff participating in the physical restraint. Staff may also wear gloves as desired.

Approved cushion must be available and used as necessary to protect the student’s head. If the cushion is not sufficient to protect the student’s head, staff may join the hold to manage the head. Staff positioned at the student’s head can NOT wear gloves. All staff in the classroom must be trained in PMT and be available to assist if needed for any PMT emergency.

Following the restraint, the area where the restraint occurred must be disinfected in accordance with health guidelines.
Class groups: Oak Hill School will follow CDC and SDE recommendations for group sizes to comply with social distancing guidelines. Additionally, Oak Hill School has developed a priority access policy. Group size appropriate for individual student needs determines the exact student-to-teacher ratio. The group size is determined by student needs and instructional area size to allow for six-foot social distancing between individuals when possible.
Physical Space Setup

• Social Distancing: Six-foot distancing is maintained except in cases where distancing is not possible due to specific student needs. When social distancing is not possible, appropriate face coverings and other protection (such as face shields) is available.

• The only times when distancing may not be possible should be when staff members are:
  • Accommodating students with special health care needs or disabilities who may require direct contact (e.g. assisting with toileting or ambulation).
  • Conducting health assessments or screenings (e.g. taking temperature or listening to lung sounds by the school nurse). In these circumstances, appropriate face coverings and other protection should be available and utilized (as described in other sections).
Physical Space Setup

Distancing strategies:
- Appropriate social distancing strategies will be implemented allowing for at least six feet of physical distance between individuals. To ensure appropriate social distancing, Oak Hill School has reconfigured learning spaces to meet CDC requirements, including: clearly marked signage to remind of social distancing guidelines, markings on the floor to indicate safe distances, rearranging and separating student work space, staggering arrival and dismissal times, scheduling students to move between areas to reduce occurrences of close contact.
Physical Space Setup

• Consistent Teams: paraprofessional staff are scheduled to work in consistent teams to minimize cross-contamination of student groups.
Material Sharing:

• Oak Hill School has developed a plan to limit educational material sharing between students. Each student will have their own box of school supplies. These include, but are not limited to: writing utensils, calculators, art supplies, etc.

• No two individuals should use the same materials in a given school day.

• Additionally, a plan has been implemented to appropriately clean, disinfect, or sanitize materials at the end of each school day. See the “Cleaning & Disinfection” section for specific guidance on disinfection practices.
Physical Space Setup

Storage:

• Oak Hill School students will have access to a personal and labeled storage container to store their personal belongings that will be located in an assigned area to meet social distancing guidelines.
**Process of Storage for Student Items**

**Storage**: Each student and staff storage: Each student will be provided with a specific cubby or locker to store their personal belongings.

A cubby or selected space should be designated per each student and staff that is easily accessible. All items arriving from home or outside the classroom should be wiped down and student’s belongings should go in cubby after placing in a plastic sealable bag or brown paper bag. Staff belongings should be placed a plastic sealable be as well.

Anytime an item is removed from the storage area it should be wiped down. At the end of the school day, students/staff will remove items from storage and directly exit the classroom and building.

Designated areas and cubbies are to be cleaned & disinfected after students leave the classroom. (Follow cleaning and disinfecting protocols)

Hand hygiene will be done after items are put way.

Hand hygiene to be performed
Bus transportation: In cases when Oak Hill School transports students, a bus monitor and driver will be present to monitor student density and ensure the use of face masks. Student seating must allow for social distancing and adhere to the following restrictions: No more than one student seated per row, unless from the same household; Students seated no closer than every other row; Students seated in a diagonal formation, where if one student is seated on the right side of the bus, the next student is seated on the left side of the bus. Face masks for all as described above are required on bus rides, except among exempt individuals. Cleaning protocols must be communicated to all staff, including measures to prevent harmful human exposure to chemicals. Bus Drivers and bus monitors must wear face masks. These must always be worn when children are on the bus.
Utilizing vans/transport: Transportation to school programs should be provided by a guardian if possible. Otherwise, it will be made available where students cannot be transported by their guardian and where it is required as part of an individualized education program or otherwise as required by law.

Vans will be used for scheduled transport of students to and from home, if student is ill and parents are unable to pick up the student, and for those students that are routine oriented, and agitation may occur if not riding in the van. There will be no going out or having students interact in the community. **Students may attend parks and recreation areas with their staff IF they can safely follow and adhere to the following restrictions.**
Utilizing vans/transport

No more than one student seated per row, unless from the same household; Students seated no closer than every other row; Students seated in a diagonal formation, where if one student is seated on the right side of the van, the next student is seated on the left side of the van.

Face masks for all individuals present in the van are always required to be worn during the rides, except among exempt individuals.

Protocols for cleaning and disinfecting the vans must be followed by all staff, before and after use.
Van Cleaning Protocol

Ensuring that the cleaning and disinfection procedures are followed consistently and correctly, including the provision of adequate ventilation when chemicals are in use. Doors and windows should remain open when cleaning the vehicle. When cleaning and disinfecting, individuals should wear disposable gloves compatible with the products being used as well as any other PPE required according to the product manufacturer’s instructions. Use of a disposable gown is also recommended, if available.

For hard non-porous surfaces within the interior of the vehicle such as hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles, clean with detergent or soap and water if the surfaces are visibly dirty, prior to disinfectant application. For disinfection of hard, non-porous surfaces, appropriate disinfectants include:

- **EPA’s Registered Antimicrobial Products for Use Against COVID-19.** Follow the manufacturer’s instructions for concentration, application method, and contact time for all cleaning and disinfection products.

- **Diluted household bleach solutions** prepared according to the manufacturer’s label for disinfection, if appropriate for the surface. Follow manufacturer’s instructions for application and proper ventilation. Check to ensure the product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser.
• Wearing face coverings or masks: All students and school personnel, unless otherwise exempt, must always use a face mask while on school property or a school bus. Face covering includes cloth face covering or face masks. This requirement also applies to parents dropping off or picking up children. Instructions for the use of face masks or coverings are available from the CDC. The following individuals are exempt from this requirement per CDC guidelines: – Anyone for whom use of a face mask would be contrary to his or her health or safety because of a medical condition; – A child whose parent, guardian or person responsible for the child is unable to remove the face mask safely on their face.

• In addition, educators that can maintain a six-foot distance with students and determine that removing their face covering is critical for instruction, can consider removing their face covering. For the safety of themselves and others in the school community, students with special healthcare needs who may require suctioning, nebulizer treatments, high-flow oxygenation, or conditions that aerosolize secretions or conditions that create uncontrolled respiratory secretions, must provide medical and treatment authorizations from their healthcare provider on how to provide their safe and effective care while in school, including the PPE that must be used by school staff.
Providing Face Coverings

- Oak Hill School will provide face covering to any student or staff member who does not have one. Face covering includes cloth face covering or face masks.
Wear Cloth Face Coverings

COVID-19 spreads mainly from person to person through respiratory droplets produced when an infected person coughs, sneezes, or talks. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. Studies and evidence on infection control report that these droplets usually travel around 6 feet (about two arms lengths).

Wear cloth face coverings in public settings where other social distancing measures are difficult to maintain, such as grocery stores, pharmacies, and gas stations.

Cloth face coverings may slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others.

Cloth face coverings can be made from household items.
How to clean a cloth mask

• Washing machine
• You can include your face covering with your regular laundry.
• Use regular laundry detergent and the warmest appropriate water setting for the cloth used to make the face covering.

• Washing by hand
• Prepare a bleach solution by mixing:
  • 5 tablespoons (1/3rd cup) household bleach per gallon of room temperature water or
  • 4 teaspoons household bleach per quart of room temperature water
• Check the label to see if your bleach is intended for disinfection. Some bleach products, such as those designed for safe use on colored clothing, may not be suitable for disinfection. Ensure the bleach product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser.
  • Soak the face covering in the bleach solution for 5 minutes.
  • Rinse thoroughly with cool or room temperature water.
  • **Make sure to completely dry cloth face covering after washing.

• How to dry
• Dryer
• Use the highest heat setting and leave in the dryer until completely dry.
• Air dry
• Lay flat and allow to completely dry. If possible, place the cloth face covering in direct sunlight.
Steps to put on cloth mask:
• Wash your hands before putting on your face covering
• Put it over your nose and mouth and secure it under your chin
• Try to fit it snugly against the sides of your face
• Make sure you can breathe easily

Steps to remove cloth mask:
• Untie the strings behind your head or stretch the ear loops
• Handle only by the ear loops or ties
• Fold outside corners together
• Place covering in the washing machine
• Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after
Reusing Face Masks

• Staff should leave student area if they need to remove the facemask. Facemasks should be carefully folded so that the outer surface is held inward and against itself to reduce contact with the outer surface during storage. The folded mask can be stored during the day when not in use in a clean sealable paper bag or breathable container.
Providing Face Coverings

N95 respirators:

• These masks must be properly fitted to the wearer to ensure the effectiveness of the mask.

• Staff not engaged in providing aerosol-generating procedures such as, provision of oxygen via high-flow nasal cannula, nebulizer treatments, and open suctioning, such procedures may wear cloth face coverings (or procedure mask if available).
Steps to put on a N95 mask:

• Perform hand hygiene
• Hold the respirator in the palm of your hand with the straps facing the floor.
• Place the N95 respirator on your face covering your nose and mouth.
• Pull the bottom strap up and over top of your head and put it behind your head below your ears.
• Take the upper strap and put it behind your head towards the crown of your head.
• Mold the nose piece of the respirator over the bridge of your nose to obtain a tight seal.
• Always follow the manufacturer’s instructions for wearing a respirator. Perform a fit check to ensure there is a good seal against the skin.

Steps to remove N95 mask:

• Do not touch the front of the respirator.
• Tilt your head forward.
• Use two hands to grab the bottom strap, pull to the sides, then over your head.
• Use both hands to grab the upper strap, pull to the sides, then over your head.
• Keep tension on the upper strap as you remove it, which will let the mask fall forward.
• Perform hand hygiene.
Providing Face Coverings

- **Face Shields**: Face shields protect the eyes, nose and mouth from contamination from respiratory droplets, along with masks or respirators.

- Face shields should be used by staff (such as school nurses) who are involved in aerosol generating procedures such as, provision of oxygen via high-flow nasal cannula, nebulizer treatments, and open suctioning.

- Face shields worn with face masks, may also be used by staff who support students with special healthcare needs (who are not able to wear masks and who may need assistance with activities of daily living, such as toileting, eating).

- Face shields may also be worn by students during speech and language exercises when face coverings/masks are not appropriate for the activity.
Steps to put on a face shield:

• Perform hand hygiene
• Bending forward, hold on to the face shield with both hands, expand the elastic with your thumbs and place the elastic behind your head, so that the foam rests on your forehead.
• Once the shield is situated, check to make sure it covers the front and sides of the face and no areas are left uncovered.

Steps to remove face shield:

• Tilt your head forward slightly, grab the strap at the temples and pull it forward and over your head, which will let the face shield fall from your face.
• Perform Hand Hygiene
Protecting High-Risk Educators:

- Human Resources department will identify high-risk employees.
- In cases where close contact between educators and students is highly likely (such as when interacting with certain students with disabilities who cannot socially distance), schools must provide educators with surgical masks and face shields.
Other Protective Equipment

N95 respirators will be provided for all school personnel.

Face shields should be used by staff who are involved in aerosol-generating procedures, staff who support students with special healthcare needs, or by students during speech and language exercises when face coverings/masks are not appropriate for the activity.

Schools must provide face covering to any student or staff member who does not have one.

In cases where close contact between educators and students is highly likely (such as when interacting with certain students with disabilities who cannot socially distance), schools must provide high-risk educators and staff with surgical/cloth masks and face shields.

For the safety of themselves and others in the school community, students with special healthcare needs who may require suctioning, nebulizer treatments, high-flow oxygenation, or conditions that aerosolize secretions or conditions that create uncontrolled respiratory secretions, must provide medical and treatment authorizations from their healthcare provider on how to provide their safe and effective care while in school, including the PPE that must be used by school personnel.
Cleaning and Disinfecting:

• Promoting Health Hygiene Practices, and Cleaning & Disinfection: School administrators, under the supervision of the Superintendent/Chief Administrator, will communicate cleaning and hygiene protocols as recommended by the CDC. These protocols will be adhered to by all staff. Signs on how to “Stop the Spread” are posted in all school buildings in easily seen locations.

• Areas where Programming occurs must be cleaned, disinfected and/or sanitized, as per CDC guidelines. Door handles, desks, and other high contact areas should be given special attention.
Health Screening Protocols

Screening of Staff and Students’ Temperature Before School

Parents/guardians will be asked to take their child’s temperature before coming to the school when possible.

Upon arrival at school, student’s temperature will be screened using a temporal or Infrared no-touch thermometer.

Classroom nurse will confirm that the child does not have fever, shortness of breath or cough. If any student exhibits any of the following symptoms, they will be directed to a designated area until they can return home.
Temperature Checks for Students

All staff will be encouraged to use proactive strategies to support students in getting regular temperature checks as this is mandatory for in-person attendance.

This is done through a series of clinical recommendations such as:

- ARC attunement and engagement
- PBIS
- Social Stories
- Behavior Intervention Plans
Symptoms of COVID-19 may include and appear 2-14 days after exposure:

<table>
<thead>
<tr>
<th>Symptom</th>
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<tbody>
<tr>
<td>Fever 100.4 or chills/repeated shaking</td>
</tr>
<tr>
<td>Cough</td>
</tr>
<tr>
<td>Shortness of breath or difficulty breathing</td>
</tr>
<tr>
<td>Fatigue</td>
</tr>
<tr>
<td>Muscle or body aches</td>
</tr>
<tr>
<td>Headache</td>
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<tr>
<td>New loss of taste or smell</td>
</tr>
<tr>
<td>Sore throat</td>
</tr>
<tr>
<td>Congestion or runny nose</td>
</tr>
<tr>
<td>Nausea or vomiting</td>
</tr>
<tr>
<td>Diarrhea</td>
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</tbody>
</table>
Bathroom Protocols

- All sites will ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible to optimize fresh air intake. Ventilation will be optimized by utilizing bathroom fans and opening windows when appropriate. Hand dryers will not be used, rather, no-touch paper towel dispensers will be utilized. Air dryers present in bathrooms will be taped off and clearly messaged to not use. Additionally, a touch free trashcan and paper towel roll will be placed by the bathroom door to allow students and staff to prevent from touching the handle with their hands. Signage indicating that toilet lids (if present) should be closed before flushing will be installed. Touch free garbage bins, faucets, urinals, and toilets will be installed, where possible.
To make a bleach solution, mix...

- 5 tablespoons (1/3rd cup) bleach per gallon of room temperature water OR
- 4 teaspoons bleach per quart of room temperature water
- Bleach solutions will be effective for disinfection up to 24 hours.
- Alcohol solutions with at least 70% alcohol.
- For soft or porous surfaces such as fabric seats, remove any visible contamination, if present, and clean with appropriate cleaners indicated for use on these surfaces. After cleaning, use products that are EPA-approved for use against the virus that causes COVID-19 and that are suitable for porous surfaces.
- For frequently touched electronic surfaces, such as tablets or touch screens used in the vehicle, remove visible dirt, then disinfect following the manufacturer’s instructions for all cleaning and disinfection products. If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect.
- Gloves and any other disposable PPE used for cleaning and disinfecting the vehicle should be removed and disposed of after cleaning.
- wash hands immediately after removal of gloves and PPE with soap and water for at least 20 seconds, or use an alcohol-based hand sanitizer with at least 60% alcohol if soap and water are not available
- (see previous protocol of cleaning & disinfecting)
Cleaning Logs

Oak Hill School will implement use of cleaning log to track cleaning frequency. Follow CDC’s guidelines on cleaning and disinfecting.
| A   | B   | C   | D   | E   | F   | G   | H   | I   | J   | K   | L   | M   | N   | O   | P   | Q   | R   | S   | T   | U   | V   | W   | X   | Y   | Z   | AA  | AB  | AC  | AD  | AE  | AF  | AG  | AH  | AI  | AJ  | AK  |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 2   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 3   | Program Location: |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 4   | TASK | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  |
| 5   | All Door Handles |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 6   | All Light/Lamp Switches |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 7   | Appliance Handles/Dials |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 8   | Faucets/Shower Controls |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 9   | Toilet Handles |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 10  | Railings |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 11  | Trash Cans and Lids |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 12  | Tea Kettles/Coffee Pots |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 13  | Lunch Boxes/Bags |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 14  | Lock Boxes/Key Rings |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 15  | Countertops |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 16  | Cabinet Handles/Doors |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 17  | Telephones |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 18  | Chairs |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 19  | Tables |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 20  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 21  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
Hand Hygiene

Oak Hill School encourages all staff and children to be regularly hand washing with soap and water for at least 20 seconds.

Alcohol-based hand sanitizer is provided at every school entrance and in every classroom, kept secured in classrooms where children cannot safely use sanitizer without supervision.
Respiratory Hygiene

Encourage all staff and children to cover coughs and sneezes with tissues or the corner of the elbow. Dispose of soiled tissues immediately after use.
Prevent Spread by Those Without Symptoms

• While people who are sick or know that they have COVID-19 should isolate at home, COVID-19 can be spread by people who do not have symptoms and do not know that they are infected. That’s why it’s important for everyone to practice social distancing (staying at least 6 feet away from other people) and wear cloth face coverings in public settings. Cloth face coverings provide an extra layer to help prevent the respiratory droplets from traveling in the air and onto other people.

• Who should wear a mask?
• People older than 2 years of age in public settings where other social distancing measures are difficult to maintain

• Who should not wear a mask?
• Children under age 2
• Anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance

• Process for Washing Cloth Face Coverings: Cloth face coverings are an additional step to help slow the spread of COVID-19 when combined with every day preventive actions and social distancing in public settings.

• Cloth face coverings should be washed after each use. It is important to always remove face coverings correctly and wash your hands after handling or touching a used face covering.
Infection prevention when making the exception contact with the student and during the Lung Evaluation

- The stethoscope is an important tool for clinical assessment but can become contaminated by microorganisms. Cleaning of equipment between every student contact, is essential.
- Preparing the environment and student
- Listening to a student's chest to establish breath and any other sounds requires a quiet area.
- Positioning the student:
  - The optimal position for chest auscultation is sitting in a chair, or on the side of the bed. However, the student’s clinical condition and comfort needs to be considered during the examination and some students may only tolerate lying at a 45° angle. You may need help to support the student in a comfortable position during the evaluation.
- The procedure
  - Ensure your stethoscope has been cleaned following local infection prevention and control guidance.
  - Explain in the best way to the student the steps that will occur.
  - Perform Hand Hygiene
  - Position the student comfortably so you can access their chest.
  - See whether the stethoscope feels cold. Warm it between your hands if necessary before applying it to the chest to avoid discomfort for the student.
  - Position the ear tips in your ears so they point slightly forward towards the nose; this will help to create a seal and will reduce external noise.
  - Holding it between the index and middle finger of your dominant hand, place the chest piece of the stethoscope flat on the student's chest using gentle pressure.
  - Using a 'stepladder' approach (see image below) listen to breath sounds on the anterior chest. This technique allows you to compare one side of the chest with the other in a systematic manner and detect any asymmetry. The stethoscope should be in contact with the chest for a full cycle of inspiration and expiration at each point on the stepladder.
  - Use the step ladder approach for the posterior chest (see image below) avoid the scapula as lung sounds cannot be heard through bone.
  - Ask the student to move their right arm to the side so the right lateral chest can be evaluated. Starting with the upper lobe move to the middle lobe, and finally the lower lobe at the bottom.
  - Repeat on the left side where the lung is made up of an upper lobe and lower lobe.
  - Report your findings to the School nurse supervisor or Health Care Coordinator.
  - Clean your stethoscope
  - Perform Hand Hygiene
  - Document finding in Power School under Office Visit
Classroom LPNs will notify school nurse supervisor or designee for any issues and concerns.
Fig 4b. **Posterior chest auscultation**

Start at the first intercostal space of the posterior chest moving downwards, avoiding the scapula, to the seventh intercostal space.

Fig 4a. **Anterior chest auscultation**

Starting at the top of the chest (first intercostal space), use a ‘stepladder’ approach to listen to breath sounds on the anterior chest finishing at the seventh intercostal space.

Fig 4c. **Right lateral chest auscultation**

Move from the peak of the axilla to between the seventh or eight rib on the right and left.
Examining of Lungs

A commonly used acronym in clinical examination of the chest is IPPA:

- Inspection
- Palpation
- Percussion
- Auscultation

Equipment for Lung Examination

- The bell of the stethoscope is generally used to detect high-pitched sounds – at the apex of the lungs above the clavicle; its diaphragm is used to detect low-pitched sounds in the rest of the chest.

Examining, Reporting and Documentation

- Classroom LPNs will follow their baseline competency training for examining and reporting adventitious lung sounds.
- Classroom LPNs will document their findings in a FOCUS note on PowerSchool.
All OHS employees have been enrolled in “OHS Healthy Hygiene” and “Reintegration 2020” on RELIAS. In-person skills check required in each classroom.
Case Protocols and Notification

If a child or staff member who has been present in school has a confirmed diagnosis of COVID-19, the local health department must be notified immediately. In addition, the Chief Administrator or designee (Health Service Coordinator) should establish specific notification procedures that must be taken if a staff member or student is suspected of being sick, while maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).

Guidance from the CDC that may inform sick procedures and exclusion protocols are available at https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html, including:

- When staff and students should stay home (such as if they have tested positive for or are showing COVID-19 symptoms); and – Exclusion for staff and students who have recently had close contact with a person with COVID-19 and the duration for when they should stay home and monitor their health. Staff or students with signs or symptoms of COVID-19 may only return to school with a documented negative COVID-19 test result or a note from a healthcare provider clearing them to safely return to the school program.
Suspected Case

*During the school day, if a child or staff becomes ill:*

- He/she will be taken to the isolated area.
- For students, the parent/guardian will be notified.
- The student will be dismissed, or transported home and staff will be sent home and instructed to notify Human Resources.
- The Director and Chief Administrator will be notified of a potential COVID-19 Case.
- All areas used by a sick person will be closed off and not used until after thorough cleaning and disinfecting occurs. The wait time will be at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, waiting as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products external icon, including storing products securely away from children.
- **Staff: A confirmed case** of COVID-19 will be reported to the Chief Administrator or designee while maintaining confidentiality in accordance with HIPPA standards. The Health Service Coordinator, in collaboration with the Human Resources Department will follow agency protocol and procedures for employees that become ill.
- The decision to suspend or close a school program for some or all participants will be made by the Chief Administrator or designee. The school will follow the “*Future Planning for Remote Blended Learning*” guidelines for closure regardless of community spread if an infected person has been in a school building. The CDC recommends dismissal of students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This will allow the Superintendent/Chief Administrator, in consultation with the local health department, to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19. Any recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community. All dismissal decisions and possible COVID-19 exposures will be communicated to staff, parents, students, and relevant stakeholders. The Superintendent/Chief Administrator or designee will follow recommended CDC cleaning procedures following a confirmed COVID-19 case. The decision, if any, staff should be allowed in the school should be made in collaboration with the local health department and school medical advisor, if applicable. School Superintendent/Chief Administrator will work with the local health department following a temporary closure to determine when students and staff can safely return to schools.
Case Protocols and Notification: If a child or staff member who has been present in school has a confirmed diagnosis of COVID-19, the local health department will be notified immediately.

Student: A confirmed case of COVID-19 will be reported to the school Superintendent/Chief Administrator or designee while maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA). If a student is sent home with a suspected case of COVID-19, the parent or guardian will be notified that their child cannot return to school without a note from their healthcare provider or with a documented negative COVID-19 test result.
School Closing and Reopening

The decision to suspend or close a school program for some or all participants will be made by OHS Chief Administrator or designee. OHS may implement short-term closure procedures regardless of community spread if an infected person has been in a school building. The CDC recommends dismissal of students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the OHS Chief Administrator/or designee in consultation with the local health department, to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19. Recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.

During school dismissals, also cancel extracurricular group activities, school-based afterschool programs. Communicate dismissal decisions and possible COVID-19 exposure with staff, parents, students, and relevant stakeholders.

Initiate recommended CDC cleaning procedures following a confirmed COVID-19 case.

Decisions on which, if any, staff should be allowed in the school should be made in collaboration with your local health department and OHS Health Services Coordinator. OHS administrators will work with their local health department following a temporary closure to determine when students and staff can safely return to schools.
All staff and students are required to be screened for any observable illness, including cough or respiratory distress, and to confirm temperature below 100 degrees Fahrenheit. If any questions arise regarding the health screener’s assessment of the observable symptoms or next steps, the health screener should consult OH RN Supervisor or OHS Health Service Coordinator. Staff and students should also be encouraged to self-report symptoms or exposures. Staff or students who have a temperature greater than 100 degrees are not permitted into the school. Staff or students who have a temperature greater than 100 degrees must be excluded from school and return with a note from their healthcare provider or with a documented negative COVID-19 test result. When conducting screening, the school should include the following in their protocols:

- Use touchless or disposable (preferred) or oral thermometers with single-use disposable covers. Be sure to provide adequate disinfection between individual uses.
- The health screener must wear a face mask and face shield while performing screening for illnesses.
- Schools must identify a sick plan for students who develop an elevated temperature or who may become ill.
- In addition all classrooms have an isolation room where students or staff who exhibit symptoms consistent with COVID-19, can wait for their parent/guardian or responsible party’s arrival to pick them up from school.
- Students must never be left unattended in an isolation room.
Health Screening Protocol

Screening of Staff and Students’ Temperature Before School

All staff and students are required to be screened for any observable illness, including cough or respiratory distress, and to confirm temperature below 100 degrees Fahrenheit. If any questions arise regarding health concerns or next steps, the nurse supervisor or designee will be consulted. All staff and students will be have their temperature taken prior to entry into the classroom or building.

Persons who have a fever of 100.0°F (38.0°C) or above or other signs of illness are not permitted into the classroom. Staff or students who have a temperature greater than 100.0 must be excluded from school and return with a note from their healthcare provider or with a documented negative COVID-19 test result. Encourage parents and staff to be on the alert for signs of illness and for students and employees to stay home when they are sick.

Employees and students will be screened upon arrival to school.

Nurse or designated staff member will maintain social distancing as much as possible when performing a temperature screening. The designated person must wear a gown, mask, goggles and gloves. Whenever feasible, the screening will be performed in the lobby or entrance of the classroom or school.
Attendance Monitoring

OHS will track all student attendance in Power School to assist LEA’s for any trends that may suggest the spread of illness such as COVID-19.
Physical Distancing in Bathrooms

Oak Hill School has developed procedures to address the use of bathrooms as it applies to social distancing guidelines.

• Multi-stall bathrooms will only be used by those who are not exhibiting symptoms.
• A separate bathroom is designated for any student that becomes ill.
• In multi-stall shared bathrooms, in-use bathroom stalls and sinks will be greater than 6 feet apart.
• Bathroom occupancy is determined by the number of persons who are able to use the facility while maintaining 6 feet social distance, therefore, will vary based on size and layout of each bathroom. In classroom locations where this is not possible, stalls and/or sinks will be taped off and a sign placed indicating they should not be used.
• Where multiple bathrooms are available, specific bathrooms will be assigned to students and students will only use their assigned bathroom. In the case where there are multiple communal bathrooms available within the floor, bathrooms will be assigned by zone and users should only use their assigned bathroom, to limit cross contamination and assist with traffic control.
• Personal items will not be stored within the bathroom (including staff bathrooms).
• Toilet lids (if present) will be closed before flushing.
• Time will be minimized in the bathroom.
• Cleaning practices: Bathrooms will be fully cleaned using certified green products and disinfected twice a day following CDC disinfecting and cleaning protocols.

This will be tracked to ensure compliance and provide a record of cleaning.
<table>
<thead>
<tr>
<th>Staff and their student will maintain social distancing of 6 ft. when in a room or area during the school day. All areas used by the students will be cleaned and disinfected (Following cleaning and disinfecting protocols per CDC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All attempts will be made to keep consistent staff with a student to prevent cross contamination.</strong></td>
</tr>
<tr>
<td><strong>All materials will not and should not be shared between individuals; these include, but are not limited to books, computers, calculators, writing utensils and art supplies.</strong></td>
</tr>
<tr>
<td><strong>The process of cleaning and disinfecting a single bathroom will be performed after morning and lunch routines.</strong></td>
</tr>
<tr>
<td>In multi-stall shared bathrooms, in-use bathroom stalls and sinks should be greater than 6 feet apart. If that is not the case, tape off some stalls or sinks and place a sign indicating they should not be used.</td>
</tr>
<tr>
<td><strong>If there are multiple bathrooms available, specific bathrooms should be assigned to students by zones and students should only use their assigned bathroom.</strong></td>
</tr>
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</tr>
</tbody>
</table>
Process for use of common areas

1. **Common Areas:** Classrooms that share their facilities should ensure the coordination, collaboration and implementation of safe practices. This includes arrival and departure times and processes, bathroom usage.

2. Common areas should not include more than one student and their staff congregating and not social distancing of 6 ft. Other common areas include and are not limited to a multi-bathroom stall, lunchroom, gymnasium. Playgrounds and outside instruction should be used whenever possible where safety conditions and physical space allow. Adjust facilities to minimize risk of infection. Maximize ventilation with outdoor air. Install no-touch entrances, exits, and bathroom fixtures when possible.
Close Contact when Social Distancing isn’t feasible.....

- Process for accommodating students with special health care needs or disabilities who may require direct contact (e.g. assisting with toileting or ambulation).
- Any student that requires direct contact that requires social distancing to be disregarded, staff must wear PPE.
- Contact precautions will be worn for incontinence both bladder & bowel, G-tube orders & care, (gown, gloves, face mask)
- Droplet precautions will be worn for tooth brushing (gown, face shield, gloves, mask)
- The use of N95 masks will be worn by LPN’s that have been fitted and will be used for suctioning, nebulizing treatment.
- Process for conducting health assessments or screenings (e.g. taking temperature or listening to lung sounds by the school nurse)
- Taking temperature process is outlined under screening of students and employees
- Listening to lung sounds: An LPN can perform a focused assessment by listening to lung and report the findings to the RN but a comprehensive assessment is done by the RN School Nurse Supervisor or Health Care Coordinator.
**Cleaning Practices**

- **Bathroom cleaning:** should be sanitized at least twice a day. Where possible, consider designating separate bathrooms for different classes or setting shifts for classes to use the bathroom (and thus avoid mixing of classes). For more detail on bathroom cleaning practices and use check “Recommendations for School Bathrooms During COVID-19” below.

- **Cleaning logs:** Implement use of cleaning log to track cleaning frequency. Follow CDC’s guidelines on cleaning and disinfecting

  - (SEE EXCEL LOGS FOR CLASSROOM & VEHICLE CLEANING)

- The virus that causes COVID-19 can be killed if you use the right products. EPA has compiled a list of disinfectant products that can be used against COVID-19, including ready-to-use sprays, concentrates, and wipes. Each product has been shown to be effective against viruses that are harder to kill than viruses like the one that causes COVID-19.

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure.

- Disinfection using an EPA-approved disinfectant can also help reduce the risk. Frequent disinfection of surfaces and objects touched by multiple people is important.

- When EPA-approved disinfectants are not available, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions). Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that may be very dangerous to breathe in. Bleach solutions will be effective for disinfection up to 24 hours. Keep all disinfectants out of the reach of all students.
Cleaning Practices cont...

EPA-approved disinfectant list:
- [https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19](https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19)

**Always read and follow the directions on the label** to ensure safe and effective use.
- Wear skin protection and consider eye protection for potential splash hazards
- Ensure adequate ventilation
- Use no more than the amount recommended on the label
- Use water at room temperature for dilution (unless stated otherwise on the label)
- Avoid mixing chemical products
- Label diluted cleaning solutions
- Store and use chemicals out of the reach of children and pets
- You should never eat, drink, breathe or inject these products into your body or apply directly to your skin as they can cause serious harm. Do not wipe or bathe pets with these products or any other products that are not approved for animal use.

**A Few Important Reminders about Coronaviruses and Reducing the Risk of Exposure:**
- Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects.
- Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection.
- Disinfectants kill germs on surfaces. By killing germs on a surface after cleaning, you can further lower the risk of spreading infection. EPA-approved disinfectants are an important part of reducing the risk of exposure to COVID-19. If
Disinfectants on this list may be in short supply, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions). Bleach solutions will be effective for disinfection up to 24 hours.

Store and use disinfectants in a responsible and appropriate manner according to the label. Do not mix bleach or other cleaning and disinfection products together—this can cause fumes that may be very dangerous to breathe in. Keep all disinfectants out of the reach of all students.

Do not overuse or stockpile disinfectants or other supplies. This can result in shortages of appropriate products for others to use in critical situations.

Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.

Practice social distancing, wear facial coverings, and follow proper prevention hygiene, such as washing your hands frequently and using alcohol-based (at least 60% alcohol) hand sanitizer when soap and water are not available.

Most surfaces and objects will just need normal routine cleaning. Frequently touched surfaces and objects like light switches and doorknobs will need to be cleaned and then disinfected to further reduce the risk of germs on surfaces and objects.

Steps:

- Clean the surface or object with soap and water.
- Then, disinfect using an EPA-approved disinfectant.
- If an EPA-approved disinfectant is unavailable, you can use 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions to disinfect. Do not mix bleach or other cleaning and disinfection products together. Bleach solutions will be effective for disinfection up to 24 hours.
- Perform Hand Hygiene
Cleaning Practices cont...

Clean
- Wear disposable gloves to clean and disinfect.
- Clean surfaces using soap and water, then use disinfectant.
- Cleaning with soap and water reduces number of germs, dirt and impurities on the surface. Disinfecting kills germs on surfaces.
- Practice routine cleaning of frequently touched surfaces.
  - More frequent cleaning and disinfection may be required based on level of use.
  - Surfaces and objects in public places, such as shopping carts and point of sale keypads should be cleaned and disinfected before each use.
- High touch surfaces include:
  - Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

Disinfect
- Recommend use of EPA-approved disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
  - Keeping surface wet for a period of time (see product label).
  - Precautions such as wearing gloves and making sure you have good ventilation during use of the product.
  - Always read and follow the directions on the label to ensure safe and effective use.
  - Wear skin protection and consider eye protection for potential splash hazards.
  - Ensure adequate ventilation.
  - Use no more than the amount recommended on the label.
• Use water at room temperature for dilution (unless stated otherwise on the label)
• Avoid mixing chemical products
• Label diluted cleaning solutions
• Store and use chemicals out of the reach of all students
• You should never eat, drink, breathe or inject these products into your body or apply directly to your skin as they can cause serious harm. Do not wipe or bathe pets with these products or any other products that are not approved for animal use

• **Diluted household bleach solutions may also be used** if appropriate for the surface.
  • Check the label to see if your bleach is intended for disinfection and has a sodium hypochlorite concentration of 5%–6%. Ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection.
  • Unexpired household bleach will be effective against coronaviruses when properly diluted.
  • Follow manufacturer’s instructions for application and proper ventilation. Never mix household bleach with ammonia or any other cleanser. **Leave solution on the surface for at least 1 minute.**
To make a bleach solution, mix:
- 5 tablespoons (1/3rd cup) bleach per gallon of room temperature water
- OR
- 4 teaspoons bleach per quart of room temperature water

- Bleach solutions will be effective for disinfection up to 24 hours.
- Alcohol solutions with at least 70% alcohol may also be used
- Soft surfaces
- For soft surfaces such as carpeted floor, rugs, and drapes
- Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
- Launder items (if possible) according to the manufacturer’s instructions. Use the warmest appropriate water setting and dry items completely.
- OR
- Disinfect with an EPA-registered household disinfectant.

Vacuum as usual.

- Electronics:
- For electronics, such as tablets, touch screens, keyboards, remote controls, and ATM machines
- Consider putting a wipeable cover on electronics.
- Follow manufacturer’s instruction for cleaning and disinfecting.
  - If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly
Laundry
• For clothing, towels, linens and other items
  • Launder items according to the manufacturer’s instructions. Use the warmest appropriate water setting and dry items completely.
  • Wear disposable gloves when handling dirty laundry from a person who is sick.
  • Dirty laundry from a person who is sick can be washed with other people’s items.
• Do not shake dirty laundry.
• Clean and disinfect clothes hampers according to guidance above for surfaces.
• Remove gloves, and wash hands right away
Cleaning Practices cont...

- **Cleaning and disinfecting your building or facility if someone is sick**
  - Close off areas used by the person who is sick.
    - Classrooms do not necessarily need to close operations, if they can close off affected areas.
  - Open outside doors and windows to increase air circulation in the area.
  - Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
  - Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and ATM machines.
  - **Vacuum the space if needed.** Use vacuum equipped with high-efficiency particular air (HEPA) filter, if available.
    - Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.
    - Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
  - Once area has been appropriately disinfected, it can be opened for use.
    - Workers without close contact with the person who is sick can return to work immediately after disinfection.
  - If more than 7 days since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.
    - Continue routing cleaning and disinfection. This includes everyday practices that businesses and communities normally use to maintain a healthy environment.

When cleaning

- Regular cleaning staff can clean and disinfect community spaces.
  - Ensure they are trained on appropriate use of cleaning and disinfection chemicals.
- Wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash.
  - Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
  - Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area.
- **Wash your hands often with soap and water for 20 seconds.**
  - Always wash immediately after removing gloves and after contact with a person who is sick.
  - Hand sanitizer: If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.
• Operating school sites requires all of us to move forward together by practicing good daily hygiene habits and, cleaning and disinfecting surfaces to reduce the risk of exposure to the virus that causes COVID-19.

• Connecticut state law regarding the use of green products can be referenced at:

• However, Governor Lamont has issued an order that can be referenced here regarding use of bleach for disinfecting and sanitizing surfaces.

• The disinfectants that kill the Corona Virus can be found on:
  • https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2

Using Other Products
• If you can’t find a product on this list to use against SARS-CoV-2, look at a different product’s label to confirm it has an EPA registration number and that human coronavirus is listed as a target pathogen.

• Reading the Label:
  • Follow the directions when using an EPA-registered disinfectant for safe and effective use. Make sure to follow the contact time, which is the amount of time the surface should be visibly wet.

• *Always be sure that your classroom has the MSDS information when using a product.

• For Infection Control Section:
  • https://www.cdc.gov/flu/school/cleaning.htm
Systems to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families are located on our website. Website [https://oakhillschool.oakhillct.org/](https://oakhillschool.oakhillct.org/) where the entire plan is posted with all, up to date, relevant policies and protocols. All COVID-19 information is listed on home page.