Oregon achieves . . . together!

PONDEROSA CREEK (A MESD Alliance School)

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE's **Ready Schools, Safe Learners** guidance, each school[1] has been directed to submit a plan to the district[2] 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.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Ponderosa Creek School (A MESD Alliance School)
Key Contact Person for this Plan	Joy Koenig, Principal
Phone Number of this Person	541.913.2110
Email Address of this Person	jkoenig@mesd.k12.or.us
Sectors and position titles of those who informed the plan	**Torri Lynn**, Linn County Juvenile Director **Kevin Husk**, Linn County Juvenile Manager **Maranda Reger**, AAIII, MESD Alliance **Jazmine Morris-Edwards**, Educational Assistant, MESD Alliance **Tracy Voeller**, Educational Assistant, MESD Alliance **Emmanuel LuVert**, Teacher, MESD Alliance

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[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.

	Greg McGowan, Teacher, MESD Alliance **Ashley Olivas**, Sped Teacher, MESD Alliance **Christy Fawcett**, School Nurse, MESD School Health **Derwin Decker**, Modoc, Enrolled Klamath Tribes Native American Services Coordinator **Keeble Giscombe**, Director OYA Office of Inclusion and Intercultural Relations (OIIR) **Leslie Riggs**, (Grand Ronde) Tribal Liaison/Native American Programs Coordinator
Local public health office(s) or officers(s)	Shane Sanderson, Public Health Director, Linn County
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	**Kevin Husk**, Ponderosa Creek **Torri Lynn**, Ponderosa Creek **Joy Koenig**, Ocean Dunes, Ponderosa Creek, Riverside, Three Lakes
Intended Effective Dates for this Plan	July 7, 2020
ESD Region	Located within Linn-Benton ESD/Lane ESD but supported by and contracted with Multnomah Education Service District.

Draft 2: 8/4/2020

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.

> All four school locations that comprise MESD Alliance are located inside of an Oregon Youth Authority or Detention facility site. Therefore we have been in frequent and consistent communication with the Oregon Youth Authority and and Linn County Detention partners to ensure the systems we are implementing will be effective, in compliance with site needs and requirements, and will meet the needs of all our stakeholders.
>
> Since Governor Kate Brown's executive orders and Oregon Department of Education guidance required a distance model in March 2020, we have worked closely with OYA and Detention facility staff to continue to offer education. All of our sites are year-round residential placement schools with students living where they are learning. Therefore we have collaborated with the facility staff to provide on site support, while our education staff have been supporting remotely.
>
> Since the Ready Schools, Safe Learners guidance we have:
> - ➢ Met with Detention and OYA facility leaders;
> - ➢ Met with Detention and OYA staff;
> - ➢ Met with OYA health officials;
> - ➢ Reached out and had initial meetings with tribal liaisons and have scheduled follow up meetings;
> - ➢ Engaged in conversations with students including students that identify as female, non-binary/LGBTQIA+, Hispanic, and/or Black attending the programs;
> - ➢ Consulted with a MESD School Nurse;
> - ➢ Developed plans to engage with parents about COVID-19 related questions;

- ➢ Attended reopening sessions and engaged in dialogue with our ODE partners; and
- ➢ Met with MESD Alliance education program teachers, educational assistants, administrators and administrative assistants.

Due to the nature of our program, 100% of our youth are justice involved and considered underserved and marginalized. We see this document and this conversation as an ongoing dialogue and will continue to serve and engage our students so that they may thrive and not be further marginalized.

3. Indicate which instructional model will be used. This does not apply if you are an online school or virtual public charter school and had a virtual online instructional model already in place pre-COVID-19.

    Select One:

    ☐ **On-Site Learning**   ☒ **Hybrid Learning**   ☐ **Comprehensive Distance Learning**

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-14 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the *Ready Schools, Safe Learners* guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT
This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.
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.

This is not applicable at this time as we are offering a hybrid learning approach.

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.

This is not applicable at this time as we are offering a hybrid learning approach.

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.

School Plan:

Ponderosa Creek: School hours are 8-11:30 and 12-3.

Students will have on-site instruction in the morning block monitored in-person by the educational assistant and supervised remotely by the main teacher. Students will have in-person horticulture class every day from 8-10 as part of the morning instructional schedule. The main teacher will be on-site from 12-3 to provide direct instruction in the classroom. In the afternoons, the educational assistant will be in and out, as needed (serving students and doing planning and preparation for serving students).

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Timeline:

The below is a brief overview of timeline activities and due dates (some items were completed before date listed):

- ➢ June 18, 2020: Review Blueprint Template
- ➢ June 23, 2020: ODE Guidance for JDEP/YCEP Provided
- ➢ June 24, 2020: Schedule time with facilities to verify space measurements and to complete a "physical distancing" walk through of spaces.
- ➢ June 24, 2020: Identify Core Planning Team that includes relevant stakeholders (Teacher, EA, CBO, Nurse).
- ➢ June 25, 2020: Meet with facilities to discuss reopening plans and get feedback
- ➢ June 25, 2020: Survey Staff
- ➢ June 29, 2020: Meet with OYA Tribal Liaisons
- ➢ June 29, 2020: Convene Core Planning Team to review asks
- ➢ June 29, 2020: Send Supply list to School Health for Ordering
- ➢ June 30, 2020: Check in with MESD Leadership to review school plan progress
- ➢ July 1, 2020: ODE Webinar
- ➢ July 1, 2020: Share Initial DRAFT with MESD Leadership for feedback
- ➢ July 1, 2020: Consult with MESD Nurse for feedback
- ➢ July 5, 2020: Individual conversations/feedback sessions with every employee and site director.
- ➢ July 6, 2020: Send Draft Plan to Tribal Liaisons
- ➢ July 6, 2020: Send Draft Plan to ODE
- ➢ July 6, 2020: Communications with staff re reopening
- ➢ July 7, 2020: Engage Core Planning Team to review asks

- ➢ July 7, 2020: Community Partner Zoom Feedback Session
- ➢ July 7, 2020: Submit Plan to MESD Leadership for Sign off and sharing with Board
- ➢ July 16, 2020: MESD Leadership submit plans to ODE and Applicable County Health
- ➢ July 20, 2020: FINAL Plan published on MESD website

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.

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spreads of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures 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. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance).	➢ Will follow Facility Pandemic Procedures and Plans. When or if any future guidance is in conflict with the MESD Communicable Disease Plan, the program principal will meet with MESD School Health and the facility to determine the safest path forward that complies with local guidance. ➢ At this point we are offering hybrid learning. However, if we experience levels of Covid that are not in compliance with being open in a hybrid manner, we will return to the comprehensive distance learning protocols, per the Governor's Executive Order. ➢ All staff and teachers entering the facility will be screened with COVID questionnaire and have temperatures taken. ➢ Youth entering the facility will be screened by facility staff for COVID symptoms and exposure to determine possible quarantine. ➢ Youth will have temperatures taken each morning prior to school. ➢ Hand washing occurring whenever a youth changes locations, room to school, school to lunch etc. ➢ Youth, teacher and staff will wear masks anytime 6 foot distancing cannot be maintained. ➢ The facility staff responsible for monitoring the physical distancing requirements are listed in the above section.

☒ 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.
    ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.
    ● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
 	
☒ Required components of individual daily student/cohort logs include:
    ● Child's name
    ● Drop off/pick up time
    ● Parent/guardian name and emergency contact information
    ● All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
 	
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
☒ Process to ensure that 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.
☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).
	➢ Will consult with OYA and/or Detention medical team and MESD School Health. A few site specific contacts include: LBJD – Nurse – Bev Ring, Dr. Daniel Mosher, LCPH- Neva Anderson
	
	➢ All facility staff have been trained on the screening process and facility cleaning in March of 2020 and June 2020.
	
	➢ All communication protocols listed in the facility Pandemic plans and in the MESD Communicable Disease plan will be followed.
	
	➢ Youth experiencing COVID symptoms or have exposure to a COVID positive family or community member will be placed in medical quarantine for 72 hours without any symptoms of fever or worsening cough without the aid of medication by facility staff..
	
	➢ Students are individually tracked in the Juvenile Justice Information System (JJIS)
	
	➢ JJIS system youth history is held until a court order would allow expunction, which will assist with contact tracing. The facility will maintain contact-tracing logs.
	
	➢ Facilities maintain cleaning procedures on a daily basis.
	
	➢ Facilities will isolate any student from others in the facility.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.
Medically Fragile, Complex and Nursing-Dependent Student Requirements
☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:
    1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
    2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
    3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
☒ 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:
    ● Communicate with parents and health care providers to determine return to school status and current needs of the student.
	➢ Our students are all on-site and are not a high-risk population for physical conditions.
	
	➢ For our medically fragile students, we will work with the student and partner with their QMHP (quality mental health professional) whom they work with to provide appropriate counseling and support for said individual.
	
	➢ We will connect with the nursing and medical doctors on-site (all schools in our MESD Alliance have them on-site, daily) and will communicate with parents and staff at the site to determine school status and the current needs of the student.
	
	➢ We have uploaded guidance and supporting documents that speak to the protocol for emergency policies (including updated COVID-19 plans) as well as reopening plan phase 1.
	
	➢ We will share this information with our MESD Nursing department as well.

- 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.
- 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:
  - US 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.

➢ Student readiness for school is a frequent conversation we have with our partners on-site. Truly, our intention is to have every student who is able to attend school do so (and we have a high attendance rate – i.e., over 97%).

➢ If students receive additional support, we will follow CDC guidelines and protocols while serving the student, in accordance with this plan.

➢ The site nurses are up to date on guidelines and professional support from OSNA.

➢ Special education services will be provided on-site and in accordance with student IEPs, facility guidelines and CDC requirements. Our Sped team meets with school and on-site staff to meet the requirements of ADA and FAPE (this is a monthly meeting that already takes place).

➢ We have identified high-risk individuals who may meet the criteria for exclusion during a local health crisis such as this.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation.	Our classroom will be supplemented with the commons area in our various facilities if more youth are housed and in school. For example most of our classrooms are approximately 337 square feet, so that means we can fit 10 total people in the room – 9 youth and a teacher. Overflow will fit in the commons area (which is over 1800 square feet, and is ample room to fit all youth).
☒ Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.	
☒ 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.	Physical distancing and flow modifications procedures have been implemented in facilities and will continue into classroom space.
☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	Youth currently maintain 6-foot distancing at all times and will continue this with this plan.
☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.	By nature of our programs, our students are cohorted due to facility needs. A student count is done multiple times a day as our youth are incarcerated.

● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.	We have these systems in place (and therefore we have checked them off).
☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance).	
☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	
☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	
☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.	
☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.
  ● Consider sharing school protocols themselves.
 	
☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.
  ● Consult with your LPHA on what meets the definition of "close contact."
 	
☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
☒ Provide all information in languages and formats accessible to the school community.
	Plans and communications have been shared with staff and partners. Copies are available on request.
	
	Translation and interpretation support has been provided for all families needing different languages or accessible formats.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows:
  ● Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.
  ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available from CDC.
  ● Emergency signs that require immediate medical attention:
    o Trouble breathing
    o Persistent pain or pressure in the chest
    o New confusion or inability to awaken
    o Bluish lips or face
    o Other severe symptoms
	April 15 emergency policies related to COVID, June 10th, are all updated.

Draft 2: 8/4/2020

☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian.
   ● 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.
   ● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.
	We visually screen students every day

☒ 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 within the preceding 14 calendar days.	We will follow LPHA advice.
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.	
☒ 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.	Occurs presently, multiple times per day.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. ☒ Visitors must wash or sanitize their hands upon entry and exit. ☒ Visitors must wear face coverings in accordance with local public health authority and CDC guidelines. ☒ Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	Visitors and volunteers are through facility screening procedures that comply with CDC and OHA guidelines. At present there are no face-to-face visits. All visitation is by phone.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Face coverings or face shields for:
   ● Staff who are regularly within six feet of students and/or staff
       ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact.
       ○ Staff who will sustain close contact and interactions with students.
   ● Bus drivers.
   ● Staff preparing and/or serving meals.
 	
☒ Face shields or clear plastic barriers for:
   ● Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.
   ● Front office staff.
 	
☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
☒ Students who choose not to wear face coverings must be provided access to instruction.
	Face masks supplied by the facility for all staff, teachers and students. All staff and students are required to wear masks while in school.
	
	Occurs daily.

☒ **ADA accommodations:** If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

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1i. ISOLATION MEASURES

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OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.
 	
 ☒ Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.
    ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.
    ● 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.
 	
 ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
 	
 ☒ 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.
    ● Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.
    ● If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
       ○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving
    ● If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
    ● If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 	
 ☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in
	Students and staff will be offered COVID testing upon notification of any present symptoms.
	
	    ➢ At this point we are offering hybrid learning. However, if we experience levels of Covid that are not in compliance with being open in a hybrid manner, we will return to the comprehensive distance learning protocols, per the Governor's Executive Order.
	
	 Students exhibiting symptoms will be placed on Medical Isolation by facility staff. If any teacher or education staff has concerns that a student is exhibiting symptoms, the facility is immediately notified to take action.
	
	 Youth will be in medical isolation/quarantining in their individual room as dictated by the facility.
	
	 Record keeping and monitoring will be completed by facility.

development of protocols and assessment of symptoms (where staffing exists). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.	

2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the 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 higher risk activities (see section 5f of the *Ready Schools, Safe Learners* guidance).

2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Enroll all students following the standard Oregon Department of Education guidelines.
☒ Do not disenroll students for non-attendance if they meet the following conditions:
    ● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or
    ● Have COVID-19 symptoms for 10 consecutive school days or longer.
 	
☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
	Plans and policies are in place to abide by all these requirements.

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ **On-Site school students**: Full-time and part-time students follow normal reporting policy and procedures.
☒ **Full-Time Online and/or Hybrid school students**: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.
    ● Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.
    ● For the purposes of this section, please use the following definition and clarification: **Online and/or Hybrid Check-in:** The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.
	We will continue to follow attendance guidance provided by ODE> .
	
	Our students check in daily, as they are all on-site and required (if healthy) to attend school.

- The student must check-in **at least** twice a week with their teacher(s) of record on **at least** two separate weekdays in order to be counted as present for all five days of that week.
- If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).
- The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.
- Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).
- Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).

☒ **Part-time students receiving online and/or hybrid instruction (not college courses):** Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Cleaning procedures are in compliance with the Ready Schools guidelines.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **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.	● **Handwashing: stations on-site for staff and students – outside facility, outside classroom.** ● **Equipment: done between class blocks of time.** ● **Events: all large group events have been postponed at this time.** ● **Transitions/Hallways:** students walk according to set guidelines to

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	limit interactions. ● **Personal Property**: students do not bring personal property to class. ● **Completed – yes.** ● LBJD has policies in place for items coming into the detention center. No cell phones allowed in the facility, personal items are kept in lockers.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance). ☒ Develop sign-in/sign-out protocol to help facilitate contact tracing: 　● Eliminate shared pen and paper sign-in/sign-out sheets. 　● Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Install hand sanitizer dispensers 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.	If youth are not able to maintain the 35 square feet of distance ,the classroom will expand into the commons area to facilitate proper distancing. Due to the nature of the site, items 2-6 are not applicable/managed by the site.

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2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. 　● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	● **Seating: students will sit not more than 35 sq feet of space per student.** ● **Materials: each student has assigned chrome books, pencils and desk area** ● **Handwashing: Students hand wash between all class movements. Nurse Ring educates youth on proper respiratory etiquette.**

2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).	N/A
☒ Students must wash hands before and after using playground equipment.	N/A
☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use.	N/A

☒ Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance).	Follow OYA and Detention protocols
☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.	Follow current OYA and Detention policies in place
☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	N/A
☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.	N/A
☒ Clean all outdoor equipment between cohorts.	N/A

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry.	OYA and Linn Detention are responsible for meal service and nutrition. MESD Alliance does not provide this service.
☒ Staff serving meals must wear face shields or face covering (see section 1h of the *Ready Schools, Safe Learners* guidance).	
☒ Students must wash hands before meals and should be encouraged to do so after.	All dishes and utensils run through a sanitizer after each use per Health Code. Just passed recent Environmental Health inspection
☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.	Part of Facility cleaning protocols.
☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.	
☒ Adequate cleaning of tables between meal periods.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.	Due to the nature of the program and location, MESD Alliance does not provide transportation.
☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).	
☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. ● If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. ○ If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.	
☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.	
☒ Drivers wear face shields or face coverings.	
☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).	

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, 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, restrooms, and playgrounds.	Current facility protocol.

☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	
☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.	Facilities operate and provide maintenance to the HVAC systems. These systems meet OYA and county guidelines.
☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	
☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <u>CDC's guidance on disinfecting public spaces</u>).	OYA and Detention facilities follow CDC and OHA guidelines.
☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see <u>CDC's guidance on ventilation and filtration</u> and <u>American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</u>).	Unable based on the building structure and security protocols Utilizing classroom cleaning checklist

2k. HEALTH SERVCIES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs.	LBJD provides a full medical clinic for youth in the detention center.
☒ 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; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	
☒ Prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services.	Facility Medical Staff including Dr. Daniel Mosher determines the need for health services.

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	We have procedures in place to communicate with Neva Anderson LCPA, the MESD School Health Services and the facility health officials.
☒ Establish a specific emergency response framework with key stakeholders.	Linn County and MESD have emergency planning and procedures for COVID.
☒ When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	We will follow facility and MESD protocols regarding notification to Public Health, parents and others with direct exposure.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.	We will follow MESD's outbreak response protocol for school staff and work with on-site staff to ensure a carefully coordinated response.
☒ If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.	
☒ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.	Systems are in place to do this.
☒ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.	
☒ Modify, postpone, or cancel large school events as coordinated with the LPHA.	
☒ If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.	No large school events are scheduled prior to Sept. 2020.
☒ Continue to provide meals for students.	
☒ Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	Provided by the facility regardless of school situation.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Plan instructional models that support all learners in Comprehensive Distance Learning.	Addressed in several other areas of the plan.
☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.	
☒ Communicate with families about options and efforts to support returning to On-Site instruction.	N/A
☒ Follow the LPHA guidance to begin bringing students back into On-Site instruction. ● Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	

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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.
This section does not apply to private schools.

☒ We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance.

☐ We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the ***Ready Schools, Safe Learners*** guidance at this time. 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 and 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
Include how/why the school is currently unable to meet them |
|---|---|
| N/A All assurances met. | N/A All assurances met. |

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