



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> 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	Portland YouthBuilders
Key Contact Person for this Plan	Jill Walters
Phone Number of this Person	(503) 737-4452
Email Address of this Person	jill.walters@pybpd.org
Sectors and position titles of those who informed the plan	Jill Walters, Executive Director Jessica Burbach, Education Director Rana Uzzaman, Program Director Petra Nomina, Fiscal Director Tonia Kovtunovich, Development Director
Local public health office(s) or officers(s)	Jennifer Vines, Multnomah County Health Officer
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jessica Burbach, Education Director
Intended Effective Dates for this Plan	7/1/20 – 6/30/21
ESD Region	Multnomah ESD

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

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

Portland YouthBuilders (PYB) is a non-profit private alternative education program registered with the State of Oregon Department of Education. The student population served by Portland YouthBuilders (PYB) and the targeted population served by PYB's referral and service partners are young people who are largely underserved, marginalized, and disproportionately impacted by COVID-19. PYB has worked very closely with our students/school applicants and their families, and our community organization partners to plan the 2020-21 school year to best meet the needs of our target population while keeping them as safe and healthy as possible.

3. Indicate which instructional model will be used.

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 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 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.

PYB has selected Comprehensive Distance Learning as our school's Instructional Model for the 2020-21 school year because we have designed a very high quality remote program that includes the full spectrum of educational and support services that we have successfully provided to young people for 25 years. We are very pleased to offer our full and comprehensive instructional and support services while keeping our students and community members as healthy and safe as possible during this pandemic.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements](#). Please name any requirements you need ODE to review for any possible flexibility or waiver.

PYB does not require flexibility or a waiver.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

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.

PYB is planning to offer Comprehensive Distance Learning through the full 2020-21 school year. PYB will stay closely informed of guidance from the State of Oregon throughout the school year and adapt accordingly to remain in compliance with all guidelines and requirements.

*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
<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li> <li><input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</li> <li><input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Create a system for maintaining daily logs for each student/cohort</li> </ul>	



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> 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	Mt. Scott Learning Center
Key Contact Person for this Plan	Dara Christy
Phone Number of this Person	503-771-8880
Email Address of this Person	<a href="mailto:Dara.christy@mtscott.org">Dara.christy@mtscott.org</a> (preferred contact)
Sectors and position titles of those who informed the plan	Dara Christy - Manager of Curriculum & Instruction Aaron Balogh - Dean of Students Tom DeJardin - Executive Director Laura Thomson – Office Manager
Local public health office(s) or officer(s)	Multnomah County Health Department
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Tom DeJardin, Aaron Balogh, and Dara Christy
Intended Effective Dates for this Plan	August 2020-January 2021 (we will reevaluate after first semester)
ESD Region	Multnomah

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.

- Survey to staff & families to gather information about needs and preferred method of instruction
- Use of website, social media, and email list to reach key stakeholders
- Collaboration with the network of Community Based Organizations and Alternative Schools

3. Indicate which instructional model will be used.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

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 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 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.

Our community (families, teachers, staff) generally preferred this option  
Our county does not currently meet the Governor's requirements for implementing a hybrid or fully in-person model  
Our instructional & support staff will be able to plan more robust programming and supports if we focus on one method of instruction to start the year

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

N/A – we don't believe we need a waiver on any of the ODE requirements. Below, please find a description of our plan and how it addresses the different aspects of the ODE requirements:

\*\*\*

All students and staff will receive Mt. Scott computers that are set up with the proper tools, apps, and security. We will be using Hapara Educational Management software to assist with student tech support and make classroom expectations easier to understand and meet remotely. We will assist students and families with internet access and in acquiring needed materials. We are also looking at the possibility of setting up physical workstations in the building for students who may need a place to work. We will know more about these plans after the needs-assessment we will ask students/families to complete at the end of August as part of our Back-to-School orientation.

Our weekly schedule will allow for at least one synchronous opportunity each day for students, and most days will have multiple synchronous opportunities. Teachers are also preparing to be able to offer their curriculum asynchronously for students who aren't able to attend in real time.

Four days a week, students will attend 4 classes with at least part of each class being synchronous each day. These days will also contain blocks of time for community engagement and relationship building as well as skills development and academic support. Students will start the day by entering a "Virtual Entryway" where they briefly check with members of the admin team before proceeding to advisory and classes for the day. We will maintain a virtual counseling office and other places for students to go throughout the day for support (in addition to their normal classes). Attendance will be taken in each official class period as well as any support groups. We will maintain our practice of making personal phone calls home for any students who are absent so we can follow up and assess any needs right away.

Our goal is to create routines for students checking in with a variety of adults and peer groups throughout the day to build the strongest network of support we can.

Staff will check in altogether at the end of each day to share any relevant information about students: who needs follow up or extra support, who was absent, other questions or needs that might arise.

One day per week will consist of the Virtual Entryway and advisory time but will then devote a larger block of time to academic support, affinity groups, and other targeted supports for students. Staff will also have dedicated time for professional development and planning on this day with time built in to follow up with families. We have time in August for staff training on the specific technology tools and for sharing resources and ideas for adapting curriculum. We also have built in ongoing professional development time for teachers to share best-practices and get feedback from one another.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements.](#) Please name any requirements you need ODE to review for any possible flexibility or waiver.

The first quarter has extra time built into the schedule to support students and families with technology and for building community and engagement. We will use the Hapara dashboard and our family email list to share routines and procedures with students and families. Advisors also make regular contact with families and will continue to do so to assess needs, check in, and offer support. We plan on using the Zoom platform for video calls as needed in classes, primarily due to its ability to quickly and easily assign students to breakout rooms.

Finally, we plan to collect feedback from families/students at multiple points throughout the year. The first will be during the Back-to-School Night needs-assessment at the end of August. We will follow up again at midterm and the end of Quarter 1 when we hold conferences. We will follow up again at the end of Quarter 2. Depending on how things develop moving forward, we may continue to collect feedback for the duration of the year.

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.

We will follow guidance from the Governor according to state and county data.

We are currently making plans to ensure the safety and cleanliness of the physical space, and we have constructed our daily student schedule to allow for smaller cohorts (classes of approximately 10 students) that meet on alternating schedules.

We plan on operating fully online through January 2021 and possibly the entire year, depending on the state and country COVID data.

*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
<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li> <li><input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> </ul>	



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/30/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> 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	Learning Center - Youth Progress Association
Key Contact Person for this Plan	Tara Ericksen, Program Manager
Phone Number of this Person	503-233-6121 ext. 172
Email Address of this Person	tericksen@youthprogress.org
Sectors and position titles of those who informed the plan	Program Manager, Director of Programs, Quality Director, Youth Advocate, Engagement Coaches, Teachers
Local public health office(s) or officers(s)	Multnomah County
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Tara Ericksen
Intended Effective Dates for this Plan	Fall term - Beginning September 2nd, 2020
ESD Region	Portland Public School District

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

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.

Engaged community partners, staff members, teachers, proctor parents and followed state guidelines for preparing for the upcoming school year. Our program works specifically with DHS involved youth who are typically underserved and our proctor parents live within communities that are disproportionately impacted by COVID 19.

3. Indicate which instructional model will be used.

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 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<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.**

The Learning Center is selecting a Comprehensive Distance Learning plan as the school's instructional model for the upcoming school year. Due to the health risks presented by the global pandemic of COVID-19, we have chosen this model in order to maintain the safety and health of all of our students, staff members and foster parents. We chose this model to fit alongside with our District and Governor's guidelines. We have consulted with other departments of our agency and will continue to do so while planning to reopen a physical location in the future.

**Describe how your school's model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.**

The Learning Center will follow all guidelines put in place within the Comprehensive Distance Learning Guidance requirements. All students will receive fair and equitable access to their education, and the Learning Center will create a classroom culture both over the phone and virtually via video calls.



**Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.**

The Learning Center will provide physical copies of school work to each student's home on a weekly basis. Teachers will ensure safe drop off of work by following a "no contact method" and engage in social distancing and follow proper hygiene guidelines. Teachers will also provide daily check-ins with all students and will allow for additional check-in times with students throughout the week as needed. Teachers will provide educational assistance both over the phone and over video.

Our students typically are not allowed internet access. The Learning Center is working to allow each student access to the internet with securities and supervision in place in order for students to freely access their teachers and address their educational needs.

The Learning Center will work alongside the District and Governor's guidelines and will continue to consult with other departments within the agency in order to plan for a hybrid model or on-site learning.

*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
<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with the <b>Ready Schools, Safe Learners</b> guidance and other guidance from OHA.</li> <li><input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li> <li><input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</li> <li><input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/30/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> 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	Open School East
Key Contact Person for this Plan	Michelle Cardenas - Principal
Phone Number of this Person	(201)600-3948
Email Address of this Person	<a href="mailto:Michelle.cardenas@openschoolnw.org">Michelle.cardenas@openschoolnw.org</a> or m.cardenas@opennw.org
Sectors and position titles of those who informed the plan	<ul style="list-style-type: none"> <li>● Michelle Cardenas – Principal</li> <li>● Nawwal Moustafa – Associate Principal</li> <li>● Marlana Donehoo – Operations Manager</li> <li>● Maria N. Danna Qualitative Research Associate/ Analyst at OHSU Department of Family Medicine</li> <li>● Callie Love – Multnomah Health Official &amp; Parent</li> <li>● Marlene Vera Sanchez - Parent</li> <li>● Thomas Gambino – Program Director for School Emergency Planning and Preparedness.</li> </ul>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

Local public health office(s) or officers(s)	Maria N. Danna
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Michelle Cardenas - Principal Nawwal Moustafa – Associate Principal
Intended Effective Dates for this Plan	August 10 <sup>th</sup> – June 30 <sup>th</sup> 2021 ** Until Oregon Metrics have been met
ESD Region	Multnomah - MESD

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.

Stakeholder Survey (July 8<sup>th</sup>, 2020)  
 Dravt V1 Plan with Feedback Form (July 17, 2020)  
 Draft V2 Plan with Feedback Form (August , 3<sup>rd</sup> 2020)

3. Indicate which instructional model will be used.

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 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a>) 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.**

After extensive research, community input, and consultation with public health officials, we have determined operational conditions and limited access to resources for our program cannot adequately mitigate risk of contracting of COVID-19 within our community. Open School East is a contracted private alternative school serving 6 districts throughout Multnomah county. In its operational structure there is no health practitioner employed. Because of our limited staffing structure, our ability to screen for symptoms and conduct contact tracing is insufficient. Transportation is an inconsistent factor with more than half of our student population relying on TriMet as a means to arrive at school, making the ability to contact trace nearly impossible. Open School East holds a custodial services contract that does not guarantee sanitation as part of their contract, and discontinued their contract with us in March of 2020. We are currently in the process of collecting bids with other janitorial services but as of July 2020 have no means to safely clean the facility to standard. Accessing adequate PPE has been difficult with our contracted cleaning supply company (Cintas). Through a grant with the Oregon Health authority, we seek to expand our ability to prepare our facility, staff, and students to be protected and mitigate risk of infection. This may not be possible in time for our September 8<sup>th</sup> start date.

Additionally, our Reopening Task Force took the necessary actions to ensure this decision was made with as much stakeholder input as possible. Survey data and conversations with key stakeholders show our community really is seeking deep connections and as close to pre-pandemic

normalcy as we can possibly survive. However, the critical mass of our stakeholders are anxious about the virus and its potential impact on anyone within our community. Transitioning to a comprehensive remote learning program is the best option to successfully protect the learning and physical safety of our students.

Our students have 1:1 technology, and all students have access to wifi. The school has allocated resources for relief for families who have accessibility needs and our contingency planning will include events when electricity, wifi, or other tech issues become a barrier for student learning. While conducting our distinct learning program this spring, our engagement protocols generated 85% daily engagement from our students. Using stakeholder data and the frameworks provided by ODE (Comprehensive Distance Learning Guidance), TNTP, and New Leaders – our planning committee created a comprehensive distance learning plan that will meet and exceed ODE requirements.

**Describe how your school’s model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.**

After being thrust into comprehensive distance learning in the spring, we collected an immense amount of data that allows us to reflect and better prepare our staff and students for remote learning in the fall and beyond. With our spring efforts, we had 85% daily average engagement but only 45% work submission. Our guiding organizational principles align with the comprehensive distance learning plan by focusing our actions and plans around the following: preserve community, promote connection, transform systemic inequity, and protect learning .

**Academic Conditions**

**Teaching and Learning**

- We focused on alignment. Stakeholder data showed that our curricular resources and platforms were inconsistent and hard to navigate in the remote environment. We have normed on the Learning Platform of Google Suite and other software platforms so that there is uniform delivery of content. We normed grading expectations (one formative assignment chunked throughout the week per class) in order to provide clear expectations for project management for students as well as remove grading subjectivity. We normed assignment naming conventions and remote assessment calendars so that guardians, parents, and advocates can be informed on how to best support students who fall behind or need executive functioning support. We are providing two synchronous learning opportunities a day that can also be accessed asynchronously. All direct instruction (modeling, “I do” instruction) is pre recorded and done asynchronously. Synchronous time online will be dedicated to consultation and project support with feedback in small group or 1:1 adding structure to the spring “office hours” format.
- We have hired a full-time “Academic Support Coordinator” to support students who have been identified as needing additional supports and scaffolding according to present levels of performance on MAP. In consultation with our Special Education provider we are planning direct push in and pull out schedules to directly support students with SDI minutes within their IEPs. We are also being intentional in providing more differentiated and universal support online for students, such as extended deadlines & resubmission, additional mentorship, graphic organizers, and alternative assignments when appropriate.
- We will be tracking student work data and creating MTSS for support in engagement and work submission . Our MTSS system will allow the FTE we hired in SEL support to provide direct support in ensuring all students remain connected and engaged in learning
- A part of our distance learning program will include home visits that are structured to be intersection SEL and Academic supports.
- Our instructional goal for the year is individualized ; ALL ***OSE students will attain a positive growth % average of their on time work submission from hexter to hexter in order to actualize their ownership of learning.***

**Instructional Time**

- All students will have 4.5 hrs + of instructional time a day. Each day of the week will have Advocate our peer mentoring class as a synchronous opportunity and their period class of the day for 90 minutes.

Method	Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous	Advocate - 60 min	Advocate - 60 min	Advocate - 60 min	Advocate - 60 min	Advocate - 60 min
Synchronous	Period 1 - 90 min	Period 2 - 90 min	Period 3 - 90 min	Period 4 - 90 min	Period 5 - 90 min
Asynchronous	Period 2 - 30 min Period 3 - 30 min Period 4 - 30 min Period 5 - 30 min	Period 3 - 30 min Period 4 - 30 min Period 5 - 30 min Period 1 - 30 min	Period 4 - 30 min Period 5 - 30 min Period 1 - 30 min Period 2- 30 min	Period 2 - 30 min Period 3 - 30 min Period 4 - 30 min Period 5 - 30 min	Period 1 - 30 min Period 2 - 30 min Period 3 - 30 min Period 4 - 30 min

**Assessment, Grading, And Reporting**

- While our program was online this spring, we piloted a data tracking system that had a goal of 100% outreach every day to track student engagement. Engagement was measured with two way communication via video chat, text, call, email, or work submission. We will continue to track engagement in the same way come fall. Our goal is to maintain or exceed our 85% weekly average attendance rate.
- Work submission will also be tracked [see above goal in instructional section]. Our goal is to streamline assessments and grades so students know which classes they have due dates in. Pulling from the university model, ensuring there is a weekly schedule for assignments due:

Assessment	Monday	Tuesday	Wednesday	Thursday	Friday
Summative	Period 1	Period 2	Period 3	Period 4	Period 5
Formative	<b>Period 2 -</b> <b>Period 3 -</b> <b>Period 4 -</b> <b>Period 5 -</b>	<b>Period 3 -</b> <b>Period 4 -</b> <b>Period 5 -</b> <b>Period 1 -</b>	<b>Period 4 -</b> <b>Period 5 -</b> <b>Period 1 -</b> <b>Period 2-</b>	<b>Period 2 -</b> <b>Period 3 -</b> <b>Period 4 -</b> <b>Period 5 -</b>	<b>Period 1 -</b> <b>Period 2 -</b> <b>Period 3 -</b> <b>Period 4 -</b>

- Summative assessments will be assignments that check for mastery of a learning target. Formative assessments are deliberate practice for the summative assessment including reading novel pages, math fluency practice, discussion posts, watching asynchronous videos and reflecting etc, preparing a PE log, a project based scaffold etc.
- We will collect work submissions daily and report student progress every week to guardians and advocates. Every three weeks we will conduct MTSS analysis of work data ensuring students who are falling behind in work get interventions and wrap around supports before falling behind.
- Our resubmission policy is that all assignments can be resubmitted following feedback to elevate a grade. For missing or late assignments, students may submit within the calendar school year as per ODE guidelines. The intention for MTSS and streamlining the workload of assignments is to ensure our students stay on top of work and engagement in learning targets or being able to bounce back due to external circumstances.
- As per ODE guidelines we will report grades from the A,B,C,D and NP scale. Students still have the opportunity to earn credit for NP after the reporting deadline and not after August 2022.
- Teachers are expected to post grades on a weekly basis in order to establish the appropriately paced feedback loop for students as well as include rubrics and criteria for success on all summative and formative assignments or syllabi.
- We will enable STUDENTVUE and PARENTVUE for all stakeholders to be abreast to student progress and send out communications for reminders to check grades and celebrate students growth and success.

Our commitment to collecting data allows us to pivot best practices for our community. The above plan is subject to change contingent on the needs of our community.

#### Operational Conditions

##### Nutrition

- Our Nutrition coordinator is working to supply weekly pack- and-go meals to be distributed weekly to all families. We are currently in the process of working with nutritional services to request the opportunity to give “food basket” style nutrition to our students and families as opposed to hot prepared meals. If approved, our Nutrition Coordinator will prepare “go bags” of unprepared semi-perishable balanced nutritional food products. These bags will be available for pick up during the operational hours of 9am - 5pm via drive through. We will set up an outdoor tent which will allow families to drive up or walk up (with appropriate signage and social distancing guidelines) to retrieve bags from nutritional staff.
- We are also working with local food banks to distribute additional meals to all families that are in dire need of resources or have larger families that “go bags” would not necessarily accommodate.
- If we must prepare meals, the same drive through concept will be created and sacked food would be provided with no eating or congregating on the premises.
- We will also prepare to compensate staff to deliver meals and food boxes for all families that are in need and lack transportation on sight via ongoing appointments made through a form on our website.
- Nutrition staff will be given a faceshield and gloves and have access to this PPE at all times. All persons approaching nutrition staff for delivery or pick up must also be wearing a mask.

##### -Attendance

- Attendance will be tracked daily on our internal attendance tracking system and then reported daily on our SIS Synergy. Engagement counts as two way communication between student and staff, ideally this also includes work submission. Our goal is an average of 85% or above for student engagement with 100% of attempts daily per pupil.
- Students who have remained disengaged for more than **three days** will trigger an emergency intervention executed by one of our SEL team and staff that include and are not limited to parent phone calls and home visits. Students who have under 80% attendance will be added to an MTSS intervention system and receive additional mentorship and support including skill building groups (time management, coping with anxiety, grief counseling) appropriate to the lagging skill causing the student to disengage.
- For all students who are chronically truant, collaboration with home districts will be made to provide further intervention and involvement with necessary parties to engage students and support them towards reconnection. As per ODE guidelines, 10 day drops will be discontinued under the pandemic crisis yet chronic absenteeism will be communicated proactively with all district partners.

#### **Clubs and ExtraCurriculars**

- Two of our guiding principles are “promote connection” and “preserve community.” We are intentionally creating daily space for students to engage in virtual communities. Some of our confirmed offerings are;
  - Young Womxn of color Affinity Group
  - Young Men of color Affinity Group
  - Open School Student Union
  - Journalism (Credit Bearing)
  - Book Clubs
  - Guest Speaker Series
  - Virtual / Park Yoga
  - GSA - *In potential partnership with SMYRC*
- Additionally we will encourage students to start their own “virtual groups” and extracurriculars as the time progresses.

#### **Student and Family Support**

##### **- Equity And Access**

- **Equity** is a core value of the open school program. To approach our plan without the application of equity and access would be contrary to our mission. All students have access to a functioning Chromebook computer. Reserve budget has been allocated for replacements and repairs that occur urgently in the event of malfunction. All repairs and tech will be done via home delivery to ensure transportation is also not a barrier for students.
- Budgetary resources have also been allocated to support families with internet access or temporary loss of electricity. As of Spring 2020 **all of our families had access to the internet.** As the economy remains in flux, we are preparing for students in need by reserving funds and purchasing a small stockpile of hotspots to mitigate any students who lose access.
- Open school is also in the process of bidding on transportation vehicles to provide additional and emergency transportation if needed for families. TriMET passess will be offered to students/ families who request/ are eligible for support for transportation to testing sites, doctor’s appointments, internship or work opportunities etc. Distribution of these supports will be tracked to ensure equitable distribution or a need to reallocate more or less funds
- Our social work budget has been expanded to help with family needs including grocery, utility bills, rent relief, COVID testing Copays, emergency transportation or necessary care products (menstrual products, undergarments, detergent, soap, baby formula etc.)
- We have a social worker on site to connect our families to necessary supports to help mitigate barriers that may prevent students from being successful in school.
- Another guiding principle for our online program is “transforming systemic inequity.” Whenever possible, we commit to having high expectations for our students while simultaneously providing wrap-around support so that they may self-actualize their goals for their future. Applying the equity lens and liberation education frameworks allow us to design our curricular supports with mindful design of culturally sustaining pedagogy. Additionally, all staff will receive a 5 day training from the Center from Equity and Inclusion and engage in monthly learning communities that apply personal anti racist work to the work we do in our classrooms. For example, our staff will be trained on how to facilitate conversations about race in the classroom that provides safety for all students.

##### **Mental Social and Emotional Support**

- We know that our students have always benefited from social emotional support. However, during this pandemic our students are needing more than ever as a result of the indirect and direct impacts our public health crisis has created while our nation is experiencing an awakening to widespread racial injustice.
- We have hired **5 FTE** dedicated to social emotional support and mental health in addition to an expanded partnership with Trillium Family Health Services. Our Student Services Manager, Social Worker, Associate Principal, and Two SEL Coordinators dedicate their efforts towards the proactive and reactive programs of SEL and PBIS.
- Our SEL team will be adapting the CASEL framework to revisit systems of intervention and prevention for students **and** staff. Using the CASEL framework we will provide opportunities for explicit skill building and tools as part of student development. Advocate program will now be the conduit for which our students receive the most SEL support with explicit circle talks and story shares, creating a peer mentoring program. We are also including *Peer Mediators and Conflict Management* as a credit

bearing course. Our largest SEL priorities revolve around Counseling referrals (to Trillium CFT or SW or Social Work Interns), systematizing allocation of resources, stakeholder feedback, and student and staff wellness programs.

- Our PBIS team will dedicate their time in incentivizing and supporting our students to make positive behavior choices that have a direct impact on learning and success. This includes assemblies & celebration, check in check out, prizes and culture campaigns. The PBIS team also is the direct line of support for urgent intervention such as a student in danger of disconnecting or in crisis. Our SEL coordinators will be trained in crisis management, de escalation, and the proper emergency protocols to involve proper authorities when a student is in crisis.
- We will continue to have weekly assemblies, award ceremonies, and when applicable students shout outs in our communication newsletters all to encourage growth and resilience.

#### **- Partnership with Parents and Caregivers**

- As part of our efforts to “preserve community” stakeholder input has been the crux of our decision making. We have been sending out surveys, communications, and making individual phone calls in order to best collect information from our community. During the spring, we launched our weekly online newsletter that bridged a huge communication gap with staff and families. Additionally, a weekly parent chat hour was hosted by the principal to answer questions and give parents space to ask for support.

- We will continue these supports as well as incorporate more family involvement. We seek to start a Parent Council led by a group of parents representing the larger student body to advocate for the needs of their children and fellow families. We will create a Virtual Family Academy that will allow families access to helpful resources and best practices to support remote learning. We will design virtual conference models, weekly progress reports sent to family inboxes, and tethering family emails to student google classrooms, to allow all families access to student progress and success.

Additionally we will be taking family and stakeholder input with every weekly newsletter in order to stay abreast to our families needs. We also will ensure all our communications are translatable in every spoken language from our student community. (Using the SMORE pro, translate features)

#### **Digital Learning Needs**

- Our Chromebooks operate using the Google Suite administrator counsel and are monitored by our Finance and IT coordinator. We are currently pricing out expanding our security package under licenses with GO GUARDIAN if budget would allow.
- Each of our students have a device and access to the internet. Emergency plans and requests for support have been embedded in our budget and program to support students in the event of damage or loss of connection.
- Our start of year drive through event will allow all families with access to a vehicle to drive up for a celebratory pick up of materials necessary for student success in their first semester (For example, art supplies if enrolled in art, yoga mat if enrolled in yoga, novels for literature, calculators for math etc). For families without access to a vehicle, staff will be deployed to doorstep deliver all their necessary materials.
- We will create a training video to provide an orientation for students and families. In this we will communicate the process for getting help with further tech needs such as damage to devices or loss of connection.
- Our digital content will be via the Google Suite utilizing Google Classroom, Google Meet, Google Chat, docs, sheets, forms, etc. All lessons will follow best practices using principles of Understanding by Design to reach all students in the scaffolding of grade level content. As elaborated in the teaching and learning section, our teachers will receive extensive daily summer professional development beginning August 10th and ending September 8th and 1:1 instructional coaching support.
- Our teachers will also have weekly staff development meetings that will further use data driven practices to further push excellence and learning while readjusting programming if necessary. This includes looking at student work protocols, sharing lessons and best practices, consultancy protocols, and lastly direct applicable practice of remote learning theory using resources like UDL, Making thinking visible, and PBL frameworks.

- We submit the above plan with hopes of approval on behalf of the Open School East team. We seek any and all feedback that would make our program exceed our expectations of providing a safe and comprehensive distance learning model that promotes connection, preserves community, protects learning, and transforms systemic inequities.
- We are also readily available to collaborate with any and all partnering districts and school leaders by sharing resources within our google drive (with student information omitted as per FERPA guidance.) Many of our emergency and curricular resources include;

Achievethecore.org

Matchfishtank.org

Achievementfirstopenresource.org

Newleaders.org

TNTP.org

NYU Steinhardt College of Education

Illustrative Mathematics

Engage NY

ASCD.org

The Art & Science of Teaching

Cycle of Liberation Pedagogy

FEMA Emergency Operations Protocols



Oregon Department of Education Comprehensive Distance Learning Guidelines.

Our Teacher Book Club professional development series will include excerpts from titles such as;

Title	Month	Topic
"Onward" by Elena Aguilar	(Ongoing)	Teacher Wellness and Reflection
"Not light, but Fire: How to engage students in conversations about race" by Matthew R. Kay	August	Discussion protocols, safe classrooms, racial consciousness and facilitation
"Culturally Responsive Teaching & The Brain" by Zaretta Hammond	September	CRT pedagogy, trauma informed approaches
"Reaching & Teaching Students in Poverty" by Paul Gorski	October	Equity Literacy , strength's based learning
"Lost at School" by Ross R. Greene	November	MTSS & PBIS, reframing behavior.

**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.**

While we continue gathering the scientific information currently available regarding COVID-19 and receiving guidance from public health officials, it has become evident that we cannot accurately predict when it will be safe for staff and students to return on site. What we can do is hope. Our hope is to return some time for the second semester. Our EOP team will meet before the Governor's general November date. If the state data (less than 5% for three weeks) indicates that minimal in-person programming can be done safely, we will operationalize a return to a minimal in person offering we have dubbed *Hybrid Lite*.

**General Plan of Operations**

In our "*Hybrid Lite*" model students will have the opportunity to visit on site for three hours on a rotating schedule. While instruction will still take place virtually, this model allows for small groups of students to be in the building to safely engage with their Advocate. Advocates are full-time teaching, counseling, or administrating staff who act as an advisor to a designated group of students. This will be an optional opportunity for students to check in regarding their academic progress and any additional needs that may occur. Additional available services will include a social worker on site, provided food, and technology support.

**Cohorting**

Students are grouped into Advocate groups by grade, in groups of no more than ten students. Advocate Days will be conducted by grade level once monthly, on a rotating basis. In this model, students will only congregate with the same ten Advocate group students and their Advocate, while only three groups are present in the building. This allows us to keep our building capacity to a maximum of 40 people per Advocate day, including staff. Students will not have any on-site interactions with or exposure to students outside of their grade level.

**Physical Distancing**

Students will enter the building individually to maintain a minimum of six feet of distance. Students will report directly to their Advocate classroom, where each seat will be surrounded by a minimum of 35 square feet of personal space. Space in each classroom will be designated for entering and exiting to ensure physical distancing is maintained. Should students need to utilize a restroom, they will be assigned a designated restroom to use, and their Advocate will contact the staff member who is managing physical distancing in halls/walking space to ensure students have safe and contactless access.

**Entry and Screening**

Prior to entering the building, all students and staff must be verbally screened for COVID symptoms, and their temperature must be taken. Staff are required to enter confirmation of being symptom free 24 hrs before entering the building via google form. All students and staff who are permitted to enter the building are required to wear a mask that fully covers their mouth and nose before entering the building. Should a staff member mention symptoms during the screening or have a temperature of 99.5 or higher,, they will leave the premises immediately. Should a student have symptoms or a temperature of 99.5 or higher, they will be directed toward an isolation area and a guardian will be contacted immediately. Staff conducting entry duties will keep meticulous records of cohort attendance for contract tracing purposes. Staff taking temperatures will be required to wear gloves and face shields. Students or staff that answer someone within their home have also been showing symptoms will be isolated and denied entry as well.

**Cleaning and Disinfecting**



In order to operate our *Hybrid Lite* program with fidelity, our facility will only be utilized on Fridays by the designated grade-level Advocate groups. There will be a full calendar week between each Advocate Day, allowing for a sanitation staff to enter the building and disinfect thoroughly. Our facility will otherwise be closed unless a staff member requests access for a specified necessary reason, and entrance will not be allowed the day prior to an Advocate Day to not compromise the facility space. During facility use, staff will disinfect frequently touched surfaces such as tables and door handles each hour the facility is in use, as well as prior to and after the building is in operation.

**Communicable Disease Plan**

Prior to operationalizing our Hybrid Lite model, all staff will be required to complete a readiness and safety training. (Example : COURSERA John Hopkins “Contact Tracing” course) Operating in the COVID -19 era will be part of onboarding and summer PD training for Personnel safety.

**Response to Outbreak**

In the case that a staff member or student who has been present for our *Hybrid Lite* model is diagnosed with COVID-19, school administration will immediately report the case to and consult with the LPHA to discuss program closure. The EOP team will examine contact logs thoroughly to inform any individuals who have come into contact with the person who is infected. Our Social-Emotional Learning Team will assist families in navigating testing services as quickly as possible.

*The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.*