



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated by ODE on 1/19/2021; updated by Jesuit High on 1/26/2021.

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model.*

1. Please fill out information:

| SCHOOL/DISTRICT/PROGRAM INFORMATION | |
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| Name of School, District or Program | Jesuit High School |
| Key Contact Person for this Plan | Paul Hogan |
| Phone Number of this Person | 503-291-5417 |
| Email Address of this Person | phogan@jesuitportland.org |
| Sectors and position titles of those who informed the plan | Jesuit Leadership Team, including President, Principal, CFO, Vice Principals, Vice Presidents, Communications team, IT team, Athletic Director, Campus Minister, Christian Service Director, Director of Diversity/Equity/Inclusion, Director of Maintenance, Director of Custodial and Cleaning, Student Health Coordinator. Facilities Director, Director of Security |
| Local public health office(s) or officers(s) | Sam Schafer, Washington County Health Department |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Ken Foley, Paul Hogan, Tom Rothenberger |
| Intended Effective Dates for this Plan | February, 2020-June, 2021 |
| ESD Region | N/A--Jesuit High is a private, Catholic high school |

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.

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

We used a variety of methods to engage our community in our planning for re-opening for 2020-21, including emails, webinars, newsletters, and JHS website. We have sent a number of surveys of faculty, students, and parents, beginning in April 2020 and continuing through January 2021, and have used those responses to guide our planning.

Throughout the pandemic, our response strategies and planning has been the responsibility of our leadership team, with input from faculty and staff, parents, and students, especially Student Government. We have been in regular contact with JHS teachers, including weekly emails, regular department meetings (a Vice Principal attends each department meeting), and full Faculty-Staff meetings. Starting in May, 2020 through January, 2021, we have shared with our Academic Council and then with departments draft schedules, and solicited feedback via all-staff surveys.

Throughout the past 11 months, we have sought to communicate regularly with all constituencies regarding our plans for both our fully-remote and hybrid schedules and other plans as we responded to evolving ODE/OHA requirements, including regular updates, a website dedicated to details in the time of COVID, Zoom conversations with the faculty and staff and parents, conversations with Student Government, as well as frequent surveys of students, staff, and parents

For semester 1, we used the “AMDG 2020” page as our landing point for all info related to the 2020-21 school year and reopening: <https://www.jesuitportland.org/our-community/amdg-2020>

For semester 2, as we prepare for hybrid education, we are launching a new website with our plans for hybrid education.

3. Select which instructional model will be used:

On-Site Learning **Hybrid Learning** **Comprehensive Distance Learning**
 (Moving to this) We have been in CDL since 9.1.20

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-22 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>).

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. For Private Schools, completing this section is optional (not required). Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

Note: We have been in CDL mode since March, per requirements of Governor Brown, the Oregon Health Authority (OHA) and Oregon Department of Education (ODE). We are preparing to move to Hybrid mode.

We completed this "green section" in July, 2020, despite the extensive planning we had already done in anticipation of hybrid learning protocol. We fervently hope that Jesuit High School will be able to bring students back to campus as soon as it is safe and practical to do so, according to state and local health authorities.

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.

We have reviewed carefully each successive draft of the CDL Requirements. Jesuit High School is not asking for any waivers at this time.

In light of the changes in RSSL as of 1.19.21, Jesuit is planning to move to hybrid instruction soon after rates of COVID-19 infection in the Tricounty region decline to the range recommended by OHA/ODE/Harvard Global Health guidelines (*ie*, 200 residents per 100,000 for the latest 2-week period). It is possible that we may need some flexibility if rates fluctuate around this metric.

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.

One week after the Tricounty region's infection rates decline to the recommended range for high schools, we will move to hybrid learning, with a schedule adapted to allow for outside lunch periods, as well as semi-weekly Masses, Activities, Clubs, Fine Arts, and Athletics in service of our mission to foster all of the adolescent's gifts: spiritual, religious, intellectual, physical, emotional, and aesthetic. Given the significant decline in infection in the region in late January of 2021, we anticipate moving to hybrid instruction in February, 2021.

Starting on January 25, 2021, JHS teachers have been teaching from campus to continue to build their skills with the technology in the on-campus environment.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). <ul style="list-style-type: none"> • OSHA has developed a risk assessment template. <input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. <input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit. <ul style="list-style-type: none"> • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). • OSHA has developed a sample infection control plan. <input type="checkbox"/> Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. <input type="checkbox"/> Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. <input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. <input type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input type="checkbox"/> Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. <input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in | <ul style="list-style-type: none"> • Jesuit has conducted risk assessments of our campus, including surveying all of our facilities with an expert on indoor space ventilation from Intel in Summer, 2021, a significant upgrade of ventilation systems, and a rigorous third-party analysis of air-transfer in all classrooms and student spaces. • The school has communicated regularly to JHS employees our expectations re physical distancing, mask use, and other safety protocols. Staff know to report to Student Health Coordinator concerns re COVID. • We have communicated our Communicable Disease Policy regularly. All students and parents have signed our Student Handbook, where that policy resides. All students who will be coming to campus will sign our “Green and Gold Pledge,” whereby students and parents pledge to follow all CDC and OHA guidelines regarding travel, hygiene, social distancing, mask-wearing, and more. • PowerSchool will be used to track individual student attendance on a per class basis. Students arriving at school will immediately go to their first period of the day. Teachers will track which students are onsite and offsite for each period. • Select staff will enter contact logs for non-class related meetings of 15 minutes or more (<i>ie</i>, extended contact). This could include administrative staff, counselors, Christian Service staff, Campus Ministry staff, diversity & inclusion staff, priests. • Athletic Director, Student Health Coordinator, and Facilities Director have been responsible for coordinating, tracking and reporting of athletics contacts. While we have been in remote learning, we have had many weeks with 600-700 students on campus for after-school athletics and activities, with no on-campus transmission so far in 2020-21. • Activities Director, Student Health Coordinator, and Facilities Director have been responsible for coordinating, tracking and reporting of clubs and other non-athletic curricular activities. • We will have tracking scripts and procedures for responses to reported COVID-19 cases within our community. We have established a reporting email “hotline,” reportcovid@jesuitportland.org • We have templates for communicating COVID-19 cases to the community, and have practiced doing so, including for isolated and symptomatic cases. In each instance, we have sent the applicable CDC guidelines. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p>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.</p> <ul style="list-style-type: none"> • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <p><input type="checkbox"/> Required components of individual daily student/cohort logs include:</p> <ul style="list-style-type: none"> • Child’s name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <p><input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p> <ul style="list-style-type: none"> • See supplemental guidance on LPHA/school partnering on contact tracing. • Refer to OHA Policy on Sharing COVID-19 Information <p><input type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</p> <p><input type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p> <p><input type="checkbox"/> Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE’s COVID-19 Weekly School Status system.</p> <p><input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).</p> | <p>This new draft of RSSL, v 5.5, was published on January 19, 2021. As part of our ongoing dialogue with Washington County Health, our LPHA, for the last two weeks of January, Principal Paul Hogan sent to our LPHA questions, requests for clarifications, as well as Jesuit’s updated protocols as JHS prepares for hybrid education, including entry and exit processes, sanitation, transportation, health, hygiene, and wellness screening and practices, and this Blueprint.</p> <p>Jesuit’s Facilities Manager completes the ODE’s COVID-19 Weekly School Status reports.</p> <p>Our Student Health Manager and School Nurse are responsible for responding to potential outbreaks, in consultation with Washington County Health.</p> <p>We do not have itinerant or district staff.</p> <p>We have a process for communicating with our LPHA re positive COVID tests, through our Student Health Coordinator.</p> |

1b. HIGH-RISK POPULATIONS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><input type="checkbox"/> Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.</p> | <p>When we return for Hybrid instruction, we will serve students in high-risk populations, or any student/family who chooses this option, to continue in Fully-Remote mode. Students who request to attend school remotely throughout the school year simply have to request through their parent(s) to do so.</p> <p>We have a process for identifying these students and ensuring that they have a consistent, sustainable plan for allowing them access to educational resources and alternate activities.</p> <p>We have also developed processes that allow students who choose to stay home to take appropriate assessments.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’ ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. | <p>We will continue to encourage students and staff who are ill, or whose family members show any symptoms of illness, to stay home.</p> <p>The Student Health Coordinator and School Nurse will 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.</p> <p>Jesuit will follow all applicable federal, state and local requirements and health guidelines, including for ADA and FAPE.</p> <p>Jesuit is providing PPE for students and staff, and will ensure the School Nurse has medical grade PPE.</p> <p>As a private school, Jesuit offers certain accommodations for students with identified learning differences, but does not have a Special Education program per se.</p> <p>Jesuit does have a unique and symbiotic relationship with Edison High School, with which we share a campus. Edison’s mission is “to empower students with learning differences to achieve academic success and personal growth while preparing them for a productive future.”</p> <p>All of our planning throughout the COVID crisis has been done in close collaboration with our colleagues at Edison, from schedules to entry and exit procedures, from screening to sanitation, including our Communicable Disease policies and all other provisions in this RSSL.</p> |

1c. PHYSICAL DISTANCING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p><input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.</p> <ul style="list-style-type: none"> • Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator | <p>We will be following these requirements... We have planned a modified hybrid schedule to limit the number of students in the building, using a “Green and Gold” cohort model that will see approximately 80% of the student body on campus each day (500 students), Tuesday through Thursday. Lunch will take place outside in covered areas.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p>to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. <input type="checkbox"/> 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. <input type="checkbox"/> Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input type="checkbox"/> Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. | <p>Students who qualify for free and reduced lunch (90+% financial aid) will receive pre-made lunches.</p> <p>Students will not be going to the cafeteria for lunch, nor standing in line. Jesuit is hiring a team of Campus Prefects to supervise classrooms for teachers who have medical accommodations. The Prefects will also be tasked with supervising students on campus, both during lunch, at breaks, and after school, helping them to maintain physical distancing and other safety practices.</p> |

1d. COHORTING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week⁴, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁵, and peers. <input type="checkbox"/> Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. <input type="checkbox"/> Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having | <p>We will be in the hybrid model as long as the CDC requires every student have 35 sq feet of space in each class—likely through the end of the 2020-21 school year.</p> <p>Under our hybrid schedule, on many Mondays in semester 2, classes may meet together to receive teacher instruction for the week/unit of study, and to build community with all students present at home, with masks off.</p> <p>On Tuesdays and Wednesdays, the Green Cohort will be on campus for all their classes, while the Gold Cohort will attend those same classes virtually. On Thursdays and Fridays, the Gold Cohort will be on campus, while the Green Cohort will attend virtually. This system will allow families to plan on a consistent schedule.</p> <p>We will minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Cleaning and wiping surfaces (e.g., desks, door handles, etc.) will occur between classes/ student uses.</p> <p>We have designed 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</p> |

⁴ The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

⁵ Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts. | stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. |

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <input type="checkbox"/> Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. <input type="checkbox"/> Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e) . <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. OSHA has developed a model notification policy. <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community. | <p>We have been sending regular communications to all constituencies, including emails, Zoom calls, webpage, etc. See page 2 of this report.</p> <p>We also have protocols for reporting exposure to those impacted. See above.</p> <p>We have been translating applicable documents to Spanish, and reaching out to Spanish-speaking households directly through our Spanish-preferred resource team.</p> |

1f. ENTRY AND SCREENING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> Trouble breathing Persistent pain or pressure in the chest New confusion or inability to awaken | <p>Arrival/Entry</p> <ul style="list-style-type: none"> Arrival time will be 7:20 am to 7:55 am. Students will not be allowed on campus before 7:15 am. Students arrive in one of two locations on campus for CapScann temperature/health question screen prior to moving to their first class of the day. Students with any symptoms are not to come to school. Students who do not pass through screen will be sent to School Nurse for second screen. We have posted signs prominently at campus entries reminding students and staff of health symptoms to watch for. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <p><input type="checkbox"/> Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.</p> <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” • Additional guidance for nurses and health staff. <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p> | <ul style="list-style-type: none"> • Upon entering campus at the CapScans, and in classrooms, students will use hand sanitizer. <p>Entry Health Check follow up</p> <ul style="list-style-type: none"> • If a student’s temperature is over 100.4, s/he will be instructed by the first period teacher to report to Bill Hunt Room and school nurse. • Students who answer a health question in the affirmative will be contacted by the school daily until symptom-free and the 72-hour protocol will go into effect. • For details on our other screening protocols, including entry and exit from school, see page 16-17. |

1g. VISITORS/VOLUNTEERS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p><input type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <p><input type="checkbox"/> Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide.</p> <p><input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the Ready Schools, Safe Learners guidance.</p> | <p>We will be restricting non-essential visitors. For semester 2, we plan to have no volunteers at “inside activities,” except formally-designated but unpaid “assistant coaches” in Robotics, Mock Trial, etc. All essential visitors, as well as students and staff, will be required to follow appropriate hand-washing and other hygienic procedures. Most academic or behavioral conferences between teachers/administrators and parents/guardians will be held electronically.</p> <p>Off-campus coaches, paid “campus prefects,” and substitute teachers are allowed on campus, and screened appropriately. Off-campus tutors will not be allowed on campus, though students could meet with their tutors via web conference with parental permission. Contractors and other essential visitors are carefully scheduled and tracked for contact-tracing. In emergency situations, we will make appropriate arrangements to minimize interaction with students and staff.</p> <p>If athletic contests are allowed, a select group of staff (clock operator, announcer, etc.) will be allowed in the press box but they will have a separate entrance and will</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| | not be near the field nor students. No tickets will be sold and so no other volunteers should be needed. |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. <input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings . Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible. <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings . Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate. <input type="checkbox"/> Face coverings should be worn both indoors and outdoors, including during outdoor recess. <input type="checkbox"/> Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> ○ Students must not be left alone or unsupervised; ○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering; • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. <p>Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance</p> <input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: | <p>Jesuit provides face masks to any student, staff member, or essential contractor who requests one or appears on campus without one. We also provide face shields for any teacher who requests one.</p> <p>In addition, we have provided rolling Plexiglas shields in every classroom, and Plexiglas enclosures around all “front office”/reception desks.</p> <p>CDC-approved facemasks are required of everyone on campus, except when eating or drinking. https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html</p> <p>Students will be eating lunch outside, at an appropriate physical distance.</p> |

OHA/ODE Requirements

- Offering different types of face coverings and face shields that may meet the needs of the student.
 - Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
 - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
 - Additional instructional supports to effectively wear a face covering.
- For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
- Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 2. Not make placement determinations solely on the inability to wear a face covering.
 3. Include updates to accommodations and modifications to support students in plans.
 - For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

Hybrid/Onsite Plan

If any student requires an accommodation to meet the requirement for face coverings, Jesuit will limit the student's proximity to other students and staff to the extent possible to minimize the possibility of exposure.

Appropriate accommodations could include:

- Offering different types of face coverings and face shields that may meet the needs of the student.
- Spaces away from peers while the face covering is removed; students will not be left alone or unsupervised.

For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, Jesuit will not deny any in-person instruction. At this time, we know of no student in this situation.

Jesuit does not have students on IEPs, nor do we provide accommodations for behavioral or social disorders.

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure. | |

1i. ISOLATION AND QUARANTINE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <input type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. <input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide . <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff for providing care to students with complex needs. <input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> • School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual shall wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <input type="checkbox"/> 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 | <ul style="list-style-type: none"> • In preparation for the return for Hybrid on-campus instruction, Jesuit has added a school nurse to its staff. • The nurse will be stationed in the Bill Hunt Board Room. • The Bill Hunt Board Room will have isolation areas for ill students or staff members. • Ill students can exit directly to the outside, to meet parent or guardian outside Knight monitor station. <p>When we move to hybrid learning mode, we will rely on our school nurse in our School Based Health Center in development of protocols and assessment of symptoms. Each will be isolated.</p> <p>The Nurse and/or SHC will record and monitor the students and staff being isolated or sent home for the LPHA review.</p> <hr/> <p>We will follow all applicable health and safety guidelines. See here: CDC re when students or staff should stay home: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</p> <p>Employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. We have in place written policies that require sick employees and students to stay at home without fear of reprisal. For other protocols, see pp 23 and 26.</p> <p>Approximately 20% of JHS students have elected to remain in fully-remote learning when we transition to hybrid.</p> <p>Non-Essential Travel Policy</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p>have COVID-19 symptoms. Refer to table in “Planning for COVID-19 Scenarios in Schools.”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). <input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review. <input type="checkbox"/> The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine. | <p>At Jesuit, we are following the travel advisory put forth by the Governor’s office. This is a requirement for all students and employees coming to the Jesuit campus.</p> <p>People arriving in Oregon from other states or countries for non-essential travel, including returning residents, should practice self-quarantine for 14 days after arrival. While a 14-day quarantine is the safest option to prevent the spread of COVID-19 to others, those who have traveled to Oregon or back home to Oregon may consider ending quarantine early if they have not had any symptoms:</p> <p>Staff and students who have recently had close contact with a person with COVID-19 should also stay home and monitor their health.</p> <p>CDC’s criteria can help inform when employees should return to work:</p> <ul style="list-style-type: none"> ○ If they have been sick with COVID-19 ○ If they have recently had close contact with a person with COVID-19 |



2. Facilities and School Operations

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

2a. ENROLLMENT

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student’s actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. | <ul style="list-style-type: none"> • All students, including those electing to attend all classes remotely, will be fully enrolled. • Students and families will be able to elect to attend classes fully online. • Students attending hybrid learning will participate in on campus learning two days a week and online instruction three days a week. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> • If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <p><input type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.</p> <p><input type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.</p> <p><input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p> <p><input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.</p> <p><input type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.</p> | <ul style="list-style-type: none"> • Hybrid and online learning will utilize parallel curriculum and instruction allowing for symptomatic students to continue to learn during a medical absence. • Student will be marked as absent or present, by the teacher of record, in every class meeting whether they are attending the class on-campus or remotely. • Jesuit follows all of these ODE protocols. |

2b. ATTENDANCE

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p><input type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><input type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</p> <p><input type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.</p> <p><input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.</p> | <ul style="list-style-type: none"> • Attendance will be taken daily on all instructional days. Per the school calendar, a typical school week will require students to be present in class five days a week, whether on-campus or online. • The teacher of record will mark the student as absent or present regardless of whether they attend on-campus or online. • Students will be marked Present or Virtually Present depending on the environment in which they are learning. This will also allow for record tracking of those students who may have chosen/need to attend remotely. • Parents/guardians will be required to report student's absence prior to the start of each school day. • Attendance data will be reviewed weekly by the Administrative team. <p>Jesuit High does not have part-time students, except in temporary situations related to a student's serious health situation.</p> |

2c. TECHNOLOGY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. <input type="checkbox"/> If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations. | <p>We will be following the highest standards of cleaning, and the distribution and return of school-owned devices (eg, iPads) follow physical-distancing requirements.</p> <p>We track iPads via an MDM solution. iPads will be wiped when handled by staff before being accepted from/returned to students.</p> |

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> 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. <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> Personal Property: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). | <p>Handwashing:</p> <ul style="list-style-type: none"> • All students will wash/sanitize their hands upon building entry and prior to and after lunch. • There is a set of cleaning/sanitation supplies in each classroom, including paper towels. • Signs at each sink/handwashing station remind students and staff of effective handwashing practices. <p>Equipment:</p> <ul style="list-style-type: none"> • Each classroom will limit sharing of community supplies (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned between each use. Hand sanitizer and tissues will be available for use by students and staff. • Students turn in work through learning management system CANVAS. • Students will bring their own classroom supplies for academic work (pens, paper, pencils, iPads and calculators) <p>Events:</p> <ul style="list-style-type: none"> • We observe all ODE, OHA, and OSAA guidelines for school events, including fine arts, religious events, and athletics. • Attendance taken for events that need to occur on campus. <p>Transitions/Hallways:</p> <ul style="list-style-type: none"> • Each stairway and hallway has visual aids (e.g., arrows, signs, etc.) to illustrate traffic flow and appropriate spacing. • Teachers are encouraged to stagger and “stage” students as they exit class to prevent crowding. <p>Personal Property:</p> <ul style="list-style-type: none"> • Students will place backpacks under desk or on desks with blue x’s. • Students will sit in one desk per class period. • Students sanitize their desk upon arrival to classroom |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| | using products provided in each classroom. |

2e. ARRIVAL AND DISMISSAL

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. <input type="checkbox"/> Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. | <p>Parking</p> <p>During Hybrid learning, students with parking passes are not assigned to specific parking spaces. Student parking in the Cronin lot will be first-come, first-served for Juniors and Seniors. Sophomores will be assigned to tennis courts lot, also on a first-come, first-served basis. Students parking on campus will have a parking permit approved by Director of Security. Parking permits displayed in the vehicle.</p> <p>Morning Check-In</p> <p>All staff and students will complete the Healthy Works app survey and pass through the CapScann machine each morning prior to entering school. All students will enter school through designated entrances (Juniors and Seniors through Smith Gym, Freshmen and Sophomores through Gedrose Center). Student Prox Cards will not be enabled during HyFlex learning.</p> <p>Staff members will be stationed at entrances to check for compliance at the CapScann and to complete visual checks for symptoms and face coverings. Students who fail the CapScann check in will be sent to the Bill Hunt Boardroom for a re-check by the School Nurse.</p> <p>Before School</p> <p>The Smith Gym will open at 7:15 am. Students are not allowed on campus before 7:15 am. Students may begin accessing the CapScann at 7:20 am. After passing the CapScann, students must move directly to their 1st or 5th period classrooms.</p> <ul style="list-style-type: none"> • Faculty/Staff monitor hallways to keep flow of students moving to classrooms before school and after school towards pick up/departure points. Freshman parents pick up at flag pole, sophomore parents in Cronin lot. • Students will be spaced at six-foot social distancing intervals at pick up after school. <p>Staff/Faculty Entry Protocol</p> <ul style="list-style-type: none"> • Teachers/staff fill out health questions daily. Arrive on campus and have temperature taken. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| | <ul style="list-style-type: none"> If temperature is over 100.4, they check in with nurse and registrar and leaves campus. School will check in daily until symptom free, then 72-hour protocol goes into effect. |

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. <input type="checkbox"/> Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. <input type="checkbox"/> Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. | Seating: <ul style="list-style-type: none"> Classroom desks and tables will be arranged with students seated a minimum of six feet apart. Students will use a single desk assigned seat at all times. Targeted class of 14-16 per class in hybrid learning depending on classroom size All teacher desks have been removed from classrooms to create space. Materials: <ul style="list-style-type: none"> Each classroom will limit sharing of community supplies. Students turn in work electronically via CANVAS. Students will bring their own classroom supplies for academic work (pens, paper, pencils, iPads and calculators) We will require students to have earbuds with microphones. Furniture: <ul style="list-style-type: none"> All upholstered/cloth furniture and soft seating has been removed from classrooms and academic spaces. Students will not be assigned hallway lockers. Classroom Procedures: <ul style="list-style-type: none"> Students will place backpacks under desk or on desks with blue x's. Students will sit in one desk per class period. Students sanitize their desks upon arrival to classroom using products provided in each classroom. Environment: <ul style="list-style-type: none"> Jesuit has significantly upgraded all ventilation and HVAC systems and had them analyzed by a third part. |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). | All fields and gyms are closed to the general public. For all workouts, and athletic activities and PE classes, students |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. <input type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. <input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance. <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings. | <p>will follow CDC-recommended hygiene protocols, including handwashing.</p> <p>All such activities will also follow OHA physical-distancing requirements.</p> <p>We have created signage for outdoor spaces.</p> |

2h. MEAL SERVICE/NUTRITION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the Ready Schools, Safe Learners guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. <input type="checkbox"/> Students and staff must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms | <p>No hot lunch will be available in cafeteria.</p> <p>Student lunches will be eaten in assigned outdoor spaces. Sack lunches are provided to free and reduced lunch eligible students.</p> <p>Outdoor covered areas, including tents, will be used for lunch.</p> <p>Students and staff will wear face coverings, and wash hands before and after meals.</p> <p>We will not use plates, utensils, etc.</p> <p>Jesuit will follow these protocols.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--------------------|
| and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn. | |

2i. TRANSPORTATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child. <input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. <input type="checkbox"/> Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the <i>Ready Schools, Safe Learners</i> guidance. <input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). <input type="checkbox"/> Face coverings for all students, applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. This prevents eating while on the bus. <input type="checkbox"/> Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible. | <p>Transportation managers are involved in planning for reopening. Jesuit High provides transportation for a limited number of students who live in NE Portland. Cleaning, loading, unloading, and contract-tracing protocols will be followed for these students. We will also consult with parents/guardians of students who may require additional support to develop systems for getting them safely to and from campus.</p> <p>Buses for Athletics/Campus Ministry: Guidance calls for 3 feet of separation. For any event that requires buses, we will need 2x the usual number of buses.</p> <p>Drivers will follow all guidelines.</p> <p>With parental permission, we will allow older athletes and retreat leaders drive selves to events.</p> |

2j. CLEANING, DISINFECTION, AND VENTILATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort. <input type="checkbox"/> Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. <input type="checkbox"/> Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. <input type="checkbox"/> Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) <input type="checkbox"/> Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. <input type="checkbox"/> All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. <input type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input type="checkbox"/> Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). <input type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). | <ul style="list-style-type: none"> ● Student desks will be disinfected by students at the start of each class period using classroom sanitization/cleaning materials located in each classroom. ● Custodial staff will sanitize all flat surfaces daily. ● Venting systems and cleaning of buildings have been significantly upgraded. ● Jesuit has engaged third parties to evaluate and upgrade our ventilation and HVAC systems. ● Classrooms will be cleaned between each class. ● Our custodial staff will clean every surface daily, including with our new electrostatic cleaning devices. |

2k. HEALTH SERVICES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). | <p>We have developed a prevention plan, when we are onsite. This calls for contact tracing records, and designates the Bill Hunt Boardroom as our isolation space for students or staff who are ill.</p> <p>Our Student Health Coordinator, and or our School Nurse, will be our point-of-service expert.</p> |

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the “household” or “family unit” applies to your residents and staff <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. <p>Exception K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the Ready Schools, Safe Learners guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the Ready Schools, Safe Learners guidance and any other applicable sections, including Section 2L of the Ready Schools, Safe Learners guidance. <input type="checkbox"/> The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning. <input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days. <input type="checkbox"/> Less than 10% of staff, employees, or contractors (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> • Limit travel to essential functions. • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. | <p>N/A. Jesuit is not a boarding school nor residential program.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| <input type="checkbox"/> Any boarding students newly arriving to campus will either: <ul style="list-style-type: none"> • Complete a quarantine at home for 14 days* prior to traveling to the school, OR • Quarantine on campus for 14 days.* <p>* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).</p> <input type="checkbox"/> Student transportation off-campus is limited to medical care. | |

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <input type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <input type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. <input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly. <input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. <input type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete. | <p>We conduct regular emergency drills, and will do so during hybrid instruction.</p> <p>We follow all ODE/OHA protocols re emergency drills.</p> |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <input type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. | <p>We have taken preventative steps to reduce triggers within the school environment.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. <input type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. <input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. <input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. | <p>Many teachers have built into daily classroom routines ways to build self-regulation skills.</p> <p>In addition, homeroom lessons frequently focus on mental health and mindset exercises.</p> <p>Jesuit follows all of these guidelines.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--------------------|
| <ul style="list-style-type: none"> Note the interaction on the appropriate contact log. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <input type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. | |

2o. PROTECTIVE PHYSICAL INTERVENTION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| <input type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the Ready Schools, Safe Learners guidance). Single-use disposable PPE must not be re-used. | Agreed. |



3. Response to Outbreak

3a. PREVENTION AND PLANNING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <input type="checkbox"/> Review the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. | <p>We coordinate with Washington County Health to respond to outbreaks.</p> <p>We have response protocols, including template letters to faculty, staff, parent/guardians and students.</p> |

3b. RESPONSE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <input type="checkbox"/> Review and utilize the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students. | <p>We will report all known cases to LPHA as soon as possible.</p> <p>Our response team will assemble to respond to each known case.</p> <p>Responding to Positive COVID-19 cases</p> <p>The Oregon Health Authority (OHA), as well as Washington, Clackamas, and Multnomah County Health departments, our Local Health Authorities (LHAs), are responsible for tracking and mitigating the spread of communicable diseases, including COVID-19.</p> <p>If a person who has been on campus or at a school event at Jesuit tests positive for COVID-19, they should notify Jesuit’s Student Health Coordinator by emailing reportcovid@jesuitportland.org LHAs will advise Jesuit regarding next steps.</p> <p>We will partner with our local health authorities for contact tracing, communication with families, and</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|----------------------|--|
| | <p>necessary quarantining of other students and staff members who may have been exposed.</p> <p>Generally, LHAs and Jesuit will not identify individuals impacted by name to the larger school community. While Jesuit will seek to maintain confidentiality of affected students and staff while cooperating with the LHA for contact tracing purposes, there may be times when the identity of the person testing positive may become known.</p> <p>We will work with LPHA to establish timely communication with faculty/staff and families.</p> <p>As directed by the LPHA, Jesuit will modify, postpone, or cancel large school events as directed by the LPHA.</p> <p>We will communicate with appropriate stakeholders the criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.</p> |

3c. RECOVERY AND REENTRY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. | <p>Our instructional model will support all learners who select comprehensive distance learning.</p> <p>In the case of an outbreak, we will 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.</p> <p>Jesuit will follow LPHA guidance to begin bringing students back into On-Site instruction.</p> |



ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance. This section does not apply to private schools.

- We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

- We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled “Assurance Compliance and Timeline” below.

Note: As a private school, Jesuit is not required to complete the items below. Still, we chose to do so.



4. Equity

Learning Support

Students with diagnosed learning differences are monitored by the Director of Learning Support and counselors to ensure sufficient academic supports are in place. At certain points in hybrid learning students with learning differences may be invited to be on campus all days during hybrid learning.

0/8th period Coordinator works with Director of Learning Support, Counselors and Vice Principals to pair students with unique learning needs with adults who will support them.

Equity and Inclusion

The administration with counselors and Office of Diversity, Equity, and Inclusion (DEI) work together to identify the unique situations of students who are BIPOC, low SES and other marginalized groups to ensure to all students' needs are met in this challenging time.

Faculty and staff received professional development during summer and fall 2020 and will do so again in February 2021 to support culturally-responsive teaching practices and a deeper understanding of DEI work.



5. Instruction

5a: Instructional Time

- Under the new Bell Schedule, students in Hybrid or Online learning will engage in 175 instructional minutes of class time per period per week, with an additional 90 minutes of advisory period per week.
- Our new Bell Schedule allows us to shift from Hybrid to Comprehensive Learning and back again as needed. No instructional time should be lost due to such shifts.

5b and 5c: Instructional Model and Calendar/Schedule

- We will use the start/end of term dates for the 2020-21 school year as originally planned, with some shifting of activities and events. School breaks will remain the same. Total instructional days will remain the same.
- New Bell Schedule is a 5-day week made up of one all-digital day and four days of 75-minute block periods.
- Schedule is identical in Hybrid or Comprehensive Online learning scenarios and can be modified for On-Campus learning when it is safe for all students to return.
- In Hybrid learning, student body is split alphabetically into two cohorts. One half of the student body will be on campus Tues/Wed. The other half will be on campus Thurs/Fri. Students at home will sign into classes per the schedule (via Zoom) and participate in learning activities online.
- Classrooms will be outfitted with technology (including webcams) to allow for synchronous learning activities for students both at home and on-campus.

5d: instructional Considerations

- Faculty use Canvas LMS as the hub for online learning in all classes, supported by guidelines for consistent, effective use of LMS programs in online environments.
- Professional development in online/hybrid learning practices, student-centered learning, online assessments, culturally responsive practices, and technology training was provided to faculty throughout the summer and fall of 2020, along with intensive training and practice in the last two weeks of January, 2021 to support high-quality hybrid and online learning experiences for all students.

5f: Labs/PE/Fine Arts

- Fine Arts: Our cohort model and square footage of the Fine Arts instructional spaces allow us to continue classes in Hybrid mode (half-students on campus) with sufficient physical distancing and appropriate hygiene measures based on research and best practices about COVID and instrumental/vocal music groups. Art and Drama classes will include more individualized projects and online instruction, along with online performance opportunities. Drama productions will be virtual in the fall and can be virtual or on-campus in the spring as appropriate.
- Labs: Students will participate in labs individually when on-campus and will wash equipment after use. When in a fully online environment, inquiry kits will be made available for students to use at home to perform lab activities.
- PE: PE classes will occur almost exclusively outdoors for the foreseeable future.



6. Family, Community, Engagement

See p. 2 above.

We have used a variety of methods to engage our community in our planning for re-opening for 2020-21, including emails, webinars, newsletters, and JHS website. We have sent a number of comprehensive surveys of faculty, students, and parents, beginning in April, 2020 and continuing through January of 2021, and have used those responses to guide our planning.

Our main constituency for planning has been our leadership team, with strong input from faculty and staff, parents, and our Student Government. We have been in regular contact with JHS teachers, including weekly emails, regular department meetings throughout the spring and summer of 2020 (a Vice Principal attends each department meeting), and throughout 2020-21. Starting in May, 2020 through January, 2021, we have shared with our Academic Council and then with departments draft schedules, and solicited feedback via all-staff surveys.

Vice Principal Emily Hagelgans and Latinx Family Liaison Claudia Raffaele have translated our Reopening Plans into Spanish for Spanish-speaking families and will reach out individually to those families.

Principal Paul Hogan regularly gathers feedback from the Jesuit HS Parent Council, which holds monthly meetings.



7. Mental, Social, and Emotional Health

- The Counseling staff, comprised of four personal counselors, is charged with meeting the social, emotional, and academic planning needs of our students. This is accomplished by one-on-one meetings, providing resources, advocacy, coaching, and planning events/programs aimed at addressing students most pressing issues.
- In addition, our Campus Ministry Team, Office of Diversity, Equity, and Inclusion, Jesuit priests, and many other staff members see it vital to their roles to understand, surface, and meet the social, emotional, and mental health needs of students, parents, and staff.
- The implementation of homerooms in 2020-21 provided a platform for another adult to build relationships with a small group of students. Homeroom also serves as place to deliver social, emotional, mental health specific curriculum.
- We have consistently placed an emphasis on ensuring an adequate amount of student “screen-free” time throughout the course of a given week.
- In preparation for Hybrid learning, we are committed to providing activities to keep students engaged in the community, including Mass, student government events, and other Campus Ministry activities.
- In fall, we provided Faculty/Staff training on QPR (Question, Persuade, Refer). QPR training educates participants about the warning signs of a suicide crisis and how to question, persuade, and refer someone to help.
- We regularly promote Employee Assistance Program (EAP) offerings.
- We have worked to provide opportunities for colleagues to connect with each other, both virtually and in-person.
- We seek to help connect and educate parents about mental, social, and emotional issues their students may encounter by providing workshops and referrals.



8. Staffing and Personnel

8a. We will support school personnel who meet criteria for high-risk populations. Faculty and staff with qualifying medical conditions who require accommodations have spoken with a third-party, confidential agency that has made recommendations on those requests to administration. The applicants have been apprised whether their request for accommodations has been approved until such a time as they are fully vaccinated.

Assurance Compliance and Timeline

If a district/school cannot meet the requirements from the sections above, provide a plan and timeline to meet the requirement.

| List Requirement(s) Not Met | Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i> |
|-----------------------------|--|
| | |