



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
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, and 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	August 19, 2020-June 10, 202
ESD Region	N/A--Jesuit High is a private, Catholic high school

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.

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.

We have used a variety of methods to engage our community in our planning for re-opening for 2020-21. In March and April of 2020, JHS staff members called home to every student and parent/guardian to check in on them and to see what was working and what was not in remote learning. We followed up with two comprehensive surveys of faculty, students, and parents in April and May of 2020, and used those responses to guide our planning.

Our main constituency for planning has been our leadership team, as well as faculty and staff. 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 many group and individual conversations. In May, we shared with our Academic Council and then with departments draft schedules, and solicited feedback via an all-staff survey. On June 30, we sent the final draft of our planned hybrid schedule to all faculty and staff, and held Zoom conversations with the entire faculty and staff on July 2, 2020 and August 11, 2020.

In May 2020, Admissions Director Erin DeKlotz held a series of weekly Zoom sessions for incoming freshmen and the parents of the Class of 2024, who are new to our community. Members of our Parent Council called home to every new parent in June and July of 2020 to get their input and take questions.

In addition, on June 22, 2020, Jesuit emailed all parents and students a letter outlining our plans for a hybrid schedule, health and safety protocols, cleaning procedures, and promised to continue updating them. The week of July 6, 2020, we emailed home the final draft of the schedule and calendar for semester 1 of 2020-21, and held a series of Zoom “town hall” meetings with students and parents. We have continued to hold Zoom calls with staff, parents and students, including on July 21 for all grades. On August 11, the day the new ODE/OHA guidance came out, 90 faculty and staff participate in a Zoom call with school administrators. On August 12, 833 students and parents participated in grade-specific Zoomed sessions.

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

<https://www.jesuitportland.org/our-community/amdg-2020>

3. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning Comprehensive Distance Learning **Yes**

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

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

On July 28, 2020, Governor Brown and State Epidemiologist Sidelinger announced that schools in Washington County are in a region that does not meet the State of Oregon metrics for allowing students back on campus. Later that day, Jesuit High School announced that we would open the year in Fully Remote Learning mode of our HyFlex schedule, until such time as the Governor alerts us that the County has met the metrics.

We are therefore completing this green section as well as including the extensive planning we had already done in anticipation of hybrid, partially-on-campus learning protocol. We hope that Jesuit High School will be allowed 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.

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.

On July 28, 2020 Governor Brown and other state officials [announced the criteria](#) under which public and private schools in Oregon may bring students back to campus.

County cases must be reduced to only 10 per 100,000 residents for three consecutive weeks statewide and the countywide test positivity rate must be 5% or less over that same time period. Jesuit High School is located in Washington County, which does not currently meet the required criteria for in-person classroom learning as its cases are currently averaging over 50 cases per 100,000 residents. We have no way to anticipate the timeline by which our county, or the Portland metro area from which we draw our students and staff, will allow us to return to Hybrid or fully On-campus learning.

Given these new metrics for a return to in-person learning, we are refocusing our planning efforts and will start the 2020-21 school year in the Fully-Remote mode of our HyFlex model. See attached weekly schedule. Jesuit's faculty has been working hard this summer to prepare and plan for a hybrid learning environment, as all indications from state and local authorities suggested that was our path until this week. At the same time, we have also been working hard this summer to prepare for the possibility of extended remote learning, and we remain committed to providing a comprehensive, high-quality, Ignatian learning experience in either Fully-Remote or Hyflex learning models as circumstances allow.

While we still have much to discern, including impacts on retreats, clubs, athletics, and other activities, we will do our best to address your questions as our plans develop and the state guidance evolves. We will continue to keep you regularly updated. For example, we will send emails, and offer more Zoom information sessions in August, which will be recorded and stored at AMDG2020:

<https://www.jesuitportland.org/our-community/amdg-2020>. You can find our calendars for the months of August, September, and October 2020 at this site, as well as our weekly Bell Schedule, which is designed to flex between Fully-Remote, Hybrid, and Fully On-Campus teaching and learning modes.

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.

As we have shared with our stakeholders, we are heartbroken to know that our students will not be able to return to campus for the start of the 2020-21 school year. Our faculty, staff, and coaches have been planning tirelessly since spring to return to in-person education. We believe that the intellectual, social, emotional, physical and spiritual health of our students are best met through relationships fostered among students and staff, and that those relationships develop most holistically in person.

Whenever the state-mandated criteria are met, Jesuit will be prepared to move back to on-campus education as safely and expeditiously as possible.

Many of us have had family and friends deeply impacted by our current health and economic crisis, as well as the quest for racial equality and civic unrest in our city and nation. We have repeatedly enjoined all the members of the Jesuit community to continue to practice good hygiene and safe practices in order to decrease the transmission of COVID-19 in our community. We remain deeply grateful for their support for our sacred mission.

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

Jesuit High School note: *While we understand that we are not required to fill out the rest of this Operational Blueprint, we have chosen to do so in order that our stakeholders, especially students, staff, and parents/guardians, will know the specifics of our plan as we prepare to return students to campus. All of the following should be read as under this Working Caveat: "If and when state and local health authorities allow a return to Hybrid/On-Site education..."*

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. <input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <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 <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. 	<ul style="list-style-type: none"> • 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 in PowerSchool as a log entry. This would include non-class related meetings of 15 minutes or more (e.g. extended contact). This might include administrative staff, counselors, Christian Service staff, Campus Ministry staff, diversity & inclusion staff, priests.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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, offices, 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 and provide all logs and information in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> 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 <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <i>Ready Schools, Safe Learners</i> guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <input type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <input type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. <input type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. <input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance). 	<ul style="list-style-type: none"> • Athletic Director will be responsible for coordinating tracking and reporting of athletics contacts. • Activities Director will be responsible for coordinating tracking and reporting of clubs and other non-athletic curricular activities. • Infrequent staff meetings or contacts with students will be tracked via Google Forms. • Unnecessary in-person meetings of 15 minutes or more will be discouraged. • Tracking scripts and procedures for response to a case being discovered are being developed for students and staff. • We have already developed templates for communicating COVID-19 cases to the community, and have practiced doing so, including for isolated and asymptomatic cases. In each instance, we have sent the applicable CDC guidelines. See here: • https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p>	<p>If and when we are able to 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</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. <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. • 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>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> <p>We will continue to encourage students who are ill, or whose family members may be ill, to stay home.</p> <p>The Student Health Coordinator or RN 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>

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.</p>	<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 have half of the student body on</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least 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 (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 should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>campus each day, Tuesday through Thursday. Lunch will take place in homeroom classrooms, not in cafeteria. Students who qualify for free and reduced lunch (90+% financial aid) will get pre-made lunches in cafeteria, then go to homeroom/lunch periods.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <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 week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, 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 learning standards, and peers. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Under our hybrid schedule, on 12 Mondays per semester, all class sections will meet together online for "Context and Community" days, in which the entire class will meet online to receive teacher instruction for the week/unit of study, and to build community with all students present, 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 (including our teachers who have children at home) 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) and access to All Gender/Gender Neutral restrooms. Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</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 stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). 	<p>We have been sending regular communications to all constituencies, including emails, Zoom calls, etc. See page 2 of this report.</p> <p>We also have protocols for reporting exposure to those impacted. See above.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community.	We have been translating applicable documents to Spanish, and reaching out to Spanish-speaking households directly.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms <input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. <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. • They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <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 within the preceding 14 calendar days. <input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. <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>Arrival/Entry</p> <ul style="list-style-type: none"> • Arrival time will be 7:30 am to 8:00 am. • Students who need to arrive before 7:30 am will sign up for study hall in advance. • Students arrive to 1st class of the day. Teachers take temperature and confirm health questions completed. • We will remind students once/week of health symptoms that would preclude them from attending school. • We will post signs prominently throughout campus reminding students and staff of health symptoms to watch for. • Upon entering 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.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Restrict non-essential visitors/volunteers. <input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.	We will be restricting non-essential visitors. For 2020-21, we have announced that we will have no volunteers on

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. <input type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days. 	<p>campus. All 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. In some significant cases, these conferences may occur in person. Off-campus coaches and substitute teachers will be 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 will be restricted to Monday digital days or after school. In emergency situations, we will make appropriate arrangements to minimize interaction with students and staff.</p> <p>If sports are allowed, a small select group of staff (clock operator, announcer, etc.) will be allowed in the press box but they will have a separate entrance and will not be anywhere near the field nor students. No tickets or admission will be sold and so no other volunteers should be needed.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. <input type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: <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 should also wear appropriate Personal Protective Equipment (PPE) for their role. <p>Protections under the ADA or IDEA</p> <ul style="list-style-type: none"> <input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> • 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 should 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; <input type="checkbox"/> For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. 	<p>Facial coverings are required:</p> <ul style="list-style-type: none"> • All people on campus, including students. • Exceptions: in a private office with no others present. <p>Face Shields:</p> <ul style="list-style-type: none"> • Teachers will be provided face shields for teaching in a classroom <p>Facial coverings are required for students, per ODE guidelines.</p> <p>Students should not wear a face covering:</p> <ul style="list-style-type: none"> • If they have a medical condition that makes it difficult for them to breathe with a face covering. We will ask for medical documentation and make appropriate accommodations. <p>Plastic Barriers have been installed in public office spaces.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.</p> <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 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. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • 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: <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • 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 on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. <p><input type="checkbox"/> Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. 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.</p> <p><input type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. <input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <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. • 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. <input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than six feet) should 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 should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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 have COVID-19 symptoms. <ul style="list-style-type: none"> • Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. 	<ul style="list-style-type: none"> • If we return for Hybrid or Full on-campus instruction, Jesuit will add a school nurse to its staff for 2020-21 school year. • 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. • Students will have their temperature taken and answer health screening questions upon arrival to first period each day. • Teachers/staff also answer health questions daily. After arrival on campus, staff will have temperature taken. • If temperature of a student or staff person is over 100.4, they check in with nurse and registrar and leaves campus. • School will check in daily until student or staff member is symptom-free, then 72-hour protocol goes into effect. • When/if we go to hybrid or oncampus learning mode, we will: <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>We will rely on our school nurse in our School Based Health Center in development of protocols and assessment of symptoms.</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> </div> <p>We will follow all applicable health and safety guidelines. See here:</p> <p>CDC re when students or staff should stay home: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</p> <ul style="list-style-type: none"> ○ Educate staff and families about when they/their child(ren) should stay home and when they can return to school ○ Employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies. Consider not having perfect attendance

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • If a clear alternative diagnosis is identified as the cause of the person’s illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <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.	<p>awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible.</p> <ul style="list-style-type: none"> ○ Staff and students should stay home if they have tested positive for or are showing COVID-19 symptoms. ○ Staff and students who have recently had close contact with a person with COVID-19 should also stay home and monitor their health. <ul style="list-style-type: none"> • CDC’s criteria can help inform when employees should return to work: <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 higher risk activities (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
<input type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. <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.	<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. • 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.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Grades K-5: 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). <input type="checkbox"/> Grades 6-12: 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). <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. 	<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. • Jesuit High does not have part-time students, except in temporary situations related to a student's serious health situation.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Update procedures for district-owned or <i>school-owned</i> 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. 	<p>We will be following the highest standards of cleaning, and the distribution and return of school-owned devices (eg, iPads) will follow physical-distancing requirements. Distribution of devices will involve a pick-up with other school supplies at the start of the year. 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
<ul style="list-style-type: none"> <input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <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 personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. <p>Events:</p>	<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 will be a set of cleaning/sanitation supplies in each classroom including paper towels. • Signage at each sink/handwashing station will 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 when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>cleaned between each use. Hand sanitizer and tissues will be available for use by students and staff.</p> <ul style="list-style-type: none"> • Students will turn in most work through learning management system CANVAS, expect for written exams. • 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"> • All inside gatherings of more than 25 are canceled until OHA/ODE guidelines allow. • Attendance taken for events that need to occur on campus. <p>Transitions/Hallways:</p> <ul style="list-style-type: none"> • Each class and hallway have visual aids (<i>e.g.</i>, painter’s tape, stickers, etc.) to illustrate traffic flow, appropriate spacing. • Teachers will dismiss students closest to door at bell and hold class for 1 minute then dismiss rest of the class. <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 using products provided in each classroom.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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 <i>Ready Schools, Safe Learners</i> 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. 	<p>Arrival/Dismissal</p> <ul style="list-style-type: none"> • All students who drive will park in Cronin lot or Tennis Court lot. • Recommended entrances by 1st period classroom: PAC gate: Xavier/Ignatius/PAC; Knight Center: Arrupe/Elorriaga • Freshman parents drop off at flag pole, sophomore parents drop off in Cronin. • Arrival time will be 7:30 am to 8:00 am. • Students who need to arrive before 7:30 am will sign up for study hall in advance. • Students who need to stay on campus past 2:45 pm will be assigned to a study hall.

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Ensure hand sanitizer 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.	<ul style="list-style-type: none"> • Students arrive to 1st class of the day. Teachers take temperature and confirm symptom free. • Upon entering classrooms students will use hand sanitizer. • 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. • Students will be spaced out on six-foot social distancing circles 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. • 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
<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 should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>Seating:</p> <ul style="list-style-type: none"> • Classroom desks and tables will be arranged with students being seated a minimum of six feet apart. Students will use a single desk assigned seat at all times. • Targeted class of 15-17 per class in hybrid learning depending on classroom size • All teacher desks being removed from classrooms. • Re-purpose Gedrose Center for classroom use. <p>Materials:</p> <ul style="list-style-type: none"> • Each classroom will limit sharing of community supplies when possible (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 will turn in most work through learning management system CANVAS, except for written exams. • 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.

Hand Washing/Sanitizing:

- All students will wash/sanitize their hands upon building entry and prior to breakfast and lunch.
- There will be a set of cleaning supplies in each classroom including paper towels.
- Signage at each sink/hand washing station will remind students and staff of effective handwashing practices.

Furniture:

- All upholstered/cloth furniture and soft seating will be removed from classrooms and academic spaces.
- Students will not be assigned hallway lockers.

Classroom Procedures:

- 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.

Passing Periods:

- Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing.
- Teachers dismiss students closest to doors at bell. Hold half class for one minute then dismiss rest of the class.
- Teachers assigned to classrooms as hall proctors.
- Stairways, when possible, will be one directional.

Environment:

- When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.
- Outside doors in hallways are propped open year-round except on frigid days.
- Venting systems added to classrooms spaces that need extra ventilation.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). <input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. <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. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<p>All fields and gyms are closed to the general public. In summer workouts, and fall athletic activities and PE classes, students 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"/> Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Students 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 should be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning of tables between meal periods. <input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<p>No hot lunch will be available in cafeteria.</p> <p>Cafeteria closed. Lunch is eaten in assigned classrooms. Some classrooms not assigned for lunch (computer labs, Band room, etc.) Sack lunches provided to free and reduced lunch eligible students. Vending machines moved to the Commons and Upper and Lower Arrupe. Contents upgrades from snacks to more substantial items.</p> <p>Folding tables mover to areas to increase lunch assignments (Choir room, Black Box, PAC lobby, etc.).</p> <p>We have tents on order for possible use as alternative spacing, for lunch or other uses.</p>

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 Ready Schools, Safe Learners guidance). <input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can 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 shield or face covering (unless they are already wearing 	<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>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>one) and keep six feet away from others. Continue transporting the student.</p> <ul style="list-style-type: none"> • 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. <p><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.</p> <p><input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</p> <p><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).</p> <p><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings.</p>	<p>We will req masks</p> <p>Athletics/Campus Ministry:</p> <p>Guidance calls for 3 feet of separation. For any event that requires buses, we will need 2x the buses.</p> <p>We will explore letting older athletes and retreat leaders drive selves to events.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms.</p> <p><input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance.</p> <p><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</p> <p><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.</p> <p><input type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. 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. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.</p> <p><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</p> <p><input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).</p> <p><input type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. 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).</p>	<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 after school. • When possible, windows will be open in the classroom before students arrive and after students leave. • Homerooms can sign up to eat outside when possible during lunch periods and encourage students to spread out. • Outside doors in hallways are propped open year-round except on frigid days. • Venting systems added to classrooms spaces that need extra ventilation.

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; 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>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • 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. 	N/A



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. <input type="checkbox"/> Establish a specific emergency response framework with key stakeholders. <input type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the	<p>We are coordinating with Washington County Health to develop clear communication channels.</p> <p>We have response protocols, including letters to faculty, staff, parent/guardians and students</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <ul style="list-style-type: none"> • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure <input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input type="checkbox"/> Continue to provide meals for students. <input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	<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>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
<input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input type="checkbox"/> 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. <input type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> • 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.
This section does not apply to private schools.*

- We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the **Ready Schools, Safe Learners** guidance.
- We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the **Ready Schools, Safe Learners** guidance at this time. We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.



4. Equity

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and apply the school's equity stance, principles, and/or commitment. <input type="checkbox"/> Ensure that no student is subjected to discrimination, as defined in <i>ORS 659.850</i> and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. <i>EO 20-29</i> specifically states that <i>ORS 659.850</i> must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.	<p><u>Learning Support</u></p> <p>Students with diagnosed learning differences will be 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.</p> <p>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.</p> <p><u>Equity and Inclusion</u></p> <p>The administration with counselors and DEI office will 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.</p> <p>Faculty and staff will receive professional development during the summer and fall 2020 to support culturally responsive teaching practices and a deeper understanding of DEI work.</p>



5. Instruction

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> On-Site Instructional Model: <input type="checkbox"/>	<p>5a: Instructional Time</p> <ul style="list-style-type: none"> • Under the new Bell Schedule, students in Hybrid or Online learning will engage in 185 instructional minutes of class time per period per week, with

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>an additional 90 minutes of advisory period per week.</p> <ul style="list-style-type: none"> • 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. <p>5b and 5c: Instructional Model and Calendar/Schedule</p> <ul style="list-style-type: none"> • 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 80-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. <p>5d: instructional Considerations</p> <ul style="list-style-type: none"> • Faculty will 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 will be provided to faculty throughout the summer and fall of 2020 to support high-quality hybrid and online learning experiences for all students. <p>5e: Safeguarding Student Opportunities</p> <p>5f: Labs/PE/Fine Arts</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> • <u>Fine Arts</u>: 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. • <u>Labs</u>: 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. • <u>PE</u>: Tent outside weight room for air flow.

 **6. Family, Community, Engagement**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <input type="checkbox"/>	<p>Erika needs to flesh this out</p> <p>“Elevate the student voice”:</p> <p>We have used a variety of methods to engage our community in our planning for re-opening for 2020-21. In March and April of 2020, JHS staff members called home to every student and parent/guardian to check in on them and to see what was working and what was not in remote learning. We followed up with two comprehensive surveys of faculty, students, and parents in April and May of 2020, and used those responses to guide our planning.</p> <p>Our main constituency for planning has been our faculty and staff. We have been in regular contact, including weekly emails, regular department meetings throughout the spring and summer of 2020 (a Vice Principal attends each department meeting), and many group and individual conversations. In May, we shared with our Academic Council and then with departments draft schedules, and solicited feedback via an all-staff survey. On June 30, we sent the final draft of our planned hybrid schedule to all faculty and staff, and held a Zoom conversation with them on July 2, 2020.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>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.</p> <p>Principal Paul Hogan regularly gathers feedback from the Jesuit HS Parent Council, which holds monthly meetings. In May 2020, Admissions Director Erin DeKlotz held a series of weekly Zoom sessions for incoming freshmen and the parents of the Class of 2024, who are new to our community. Members of the Council called home to every new parent in June and July of 2020 to get their input and take questions.</p> <p>On June 22, 2020, Jesuit emailed all parents and students a letter outlining our plans for a hybrid schedule, health and safety protocols, cleaning procedures, with a plan to continue updating them. The week of July 6, 2020, we emailed the final draft of the schedule and calendar for semester 1 of 2020-21, held a series of Zoom “town hall” meetings with parents, and published the AMDG 2020 webpage for reopening.</p> <p>On July 21 and 22, we are holding more Zoom meetings with parents, guardians, and students to share our plans for co-curriculars, including Activities, Athletics, Campus Ministry, Christian Service, and Clubs.</p>



7. Mental, Social, and Emotional Health

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • The Counseling staff comprised of four personal counselors 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. • The implementation of home rooms will provide a platform for another adult to build relationships with a small group of students. Homeroom will also serve as place to deliver social, emotional, mental health specific curriculum.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> • Emphasis on ensuring an adequate amount of student down time throughout the course of a given week. • In preparation for on-line learning, we're committed to providing selected activities virtually to keep students engaged the include, but not limited to mass, student government events, and other campus ministry activities. • Provide 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. • Promote Employee Assistance Program (EAP) offerings. This resource • Ensure we're providing opportunities for colleagues to connect with each other. • Educate parents about mental, social, and emotional issues their students may encounter by providing workshops and referrals.



8. Staffing and Personnel

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	<p>8a. We will support school personnel who meet criteria for high-risk populations</p> <p>On August 2, we communicated information to all Jesuit faculty and staff, including the FFRCA guidelines.</p> <p>In terms of Professional Development, see this link: https://docs.google.com/document/d/1ZjAclEta9GiL0L8kxViAz70af7xffp5CTomDL3HAIL4/edit?usp=sharing</p>

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>