

LANE EDUCATION SERVICE DISTRICT	BOARD MEETING
1200 Hwy 99 N	Tuesday, August 4, 2020
Eugene, Oregon 97402	Regular Meeting: 6:00 PM

**LANE ESD BOARD MEETING
AGENDA**
Tuesday, August 4, 2020

1. Call Regular Meeting To Order

Board Chair

2. Public Participation

This is an opportunity for the audience to address the Board on topics either on, or not on, the agenda. There will also be opportunities for the audience to comment on specific agenda items as the Board addresses them.

Board Chair

3. Agenda Review

The agenda will be reviewed for changes or additions.

Board Chair

4. Organization of the Board for 2020-21

Per Robert's Rules of Order:

Before proceeding to an election to fill an office it is customary to nominate one or more candidates. This nomination is not necessary when the election is by ballot or roll call, as each member may vote for any eligible person whether nominated or not. ...*The nomination need not be seconded.* When the nominations are completed the assembly proceeds to the election. An election takes effect immediately if the candidate is present and does not decline, or if absent and has consented to candidacy. If absent and has not consented to candidacy, it takes effect when notified of election, provided member does not decline immediately. After the election has taken effect and the officer or member has learned the fact, it is too late to reconsider the vote on the election. An officer-elect takes possession of his office immediately, unless the rules specify the time.

Board Chair

A. Election of Chairperson

Chair pro-tem, Sherry Duerst-Higgins, will declare nominations open for position of Board Chair. When there are no further nominations, Chair pro-tem Sherry Duerst-Higgins will declare nominations closed. A vote will be held. The Chair pro-tem will make a declaration of the election results.

Declaration of Election: Board member is elected as Chairperson of the Lane ESD Board of Directors for 2020-21.

Board Chair

B. Election of Vice-Chair

Chair for the Board of Directors of Lane ESD will declare nominations open for position of Board Vice-Chair. Nominations will be submitted. When there are no further nominations, the Board Chair will close nominations. A vote will be taken and a Vice-Chair for the Board of Directors of Lane ESD will be elected.

DECLARATION OF ELECTION: Chair will declare the election of the Board Vice-Chair for Lane ESD for 2020-21.

Board Chair

5. Action Items

Board Chair

A. Approve Routine Designations for 2020-21

BE IT RESOLVED that the Board of Directors of Lane ESD authorizes Superintendent Tony Scurto to act on the Board's behalf as District Election Authority. In that capacity, the Superintendent may canvass the abstract of votes cast in elections and certify the results of such elections to the Lane County Elections officer. The Board shall subsequently affirm the canvass so certified.

BE IT RESOLVED that the Board of Directors of Lane ESD authorizes the following individuals to transfer funds to and from the Local Government Investment Pool: Tony Scurto, David Standridge, and David Lanza.

BE IT RESOLVED that the Board of Directors of Lane ESD authorizes the use of a facsimile signature for the superintendents.

BE IT RESOLVED that the Board of Directors of Lane ESD will act as the local public contract review board of Lane Education Service District in accordance with Oregon Revised Statute 279A.060.

BE IT RESOLVED that the Board of Directors of Lane ESD approves the following official designations for the 2020-21 year, as presented:

- Legal Counsel: The Hungerford Law Firm; Luvaas Cobb Law Firm
- Auditors: Pauly, Rogers and Co., PC
- Newspaper: Register-Guard

Board Chair

B. Consent Agenda

The Lane ESD Board of Directors has agreed to implement a consent agenda. All items in the consent agenda are adopted by a single motion unless a member of the Board or the Superintendent requests that such item be removed from the consent agenda and acted upon separately.

Generally, consent agenda items are matters which members of the Board agree are routine in nature and should be acted upon in one motion to conserve time and to enable the Board to focus on the other matters on the agenda.

Back-up materials for consent agenda items are included in the agenda packet as needed. Minutes of this meeting will reflect action on each item.

If any board member wishes to withdraw any consent group item, it will be moved to the appropriate section of the agenda.

BE IT RESOLVED that the Board of Directors of Lane ESD adopts the consent group as submitted and listed below.

1. Human Resource Report, dated August 1, 2020

Board Chair

Human Resources Report August 1 2020 8

C. Approve Financial Report for June 2020

Board Chair

LESD Financial Report 06 30 20 10

D. Approve Agreement with Management Team for 2020-21

Representing the Management Team of Lane ESD, for 2020-21, Superintendent Scurto recommends the Board Directors of Lane Education Service District approves a 2% Cost of Living increase where appropriate, and a 2.08% monthly insurance cap increase to \$1318 for all management staff. These increases align with the increases for LCEA.

BE IT RESOLVED that the Board of Directors of Lane ESD approves the Management Agreement for 2020-21.

Board Chair, Superintendent

E. Amend Assistant Superintendent Contract

Superintendent Scurto recommends the Board Directors of Lane Education Service District approves step increases in alignment with the Management salary study completed in 2018-19. This includes a step increase for 2019-20 and 2020-21. Also recommended is a 2% Cost of Living increase and a 2.08% monthly insurance cap increase to \$1318 for all management staff.

BE IT RESOLVED that the Board of Directors of Lane ESD approves adjustments as discussed.

Board Chair

F. Amend Superintendent Contract

WHEREAS, on July 1, 2020, the Board of Directors for Lane Education Service District moved to enter into an Addendum amending certain provisions of the CONTRACT and otherwise agreed that the CONTRACT shall continue in full force and effect.

Now, THEREFORE, effective July 1, 2020, The Board of Directors of Lane Education Service District and Tony Scurto, agree to the following: A 2% Cost of Living increase and a 2.08% monthly insurance cap increase.

BE IT RESOLVED that the Board of Directors of Lane ESD amend the Superintendent Contract as presented.

Board Chair

G. Approve Policy Updates

The Board shall exercise its rule-making power by adopting policies consistent with the Oregon Revised Statutes, Oregon Administrative Rules or opinions of a court of competent authority, for its own governance and for the organization and operation of Lane ESD.

The policy updates presented for adoption were first read at the June 2 meeting of the Board of Directors.

BE IT RESOLVED that the Board of Directors of Lane ESD adopts policy updates as presented.

Board Chair

OSBA Policy Update Summary

1. GBL - Personnel Records	
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2. GBLA - Disclosure of Information	
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3. GBN/JBA - Sexual Harassment	
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H. Approve Administrative Rule Updates

Administrative rules are detailed directions governing the operation of Lane ESD. The superintendent is authorized to formulate such administrative rules appropriate for the implementation of policies adopted by the Board and necessary for the consistent operation of the ESD. All new or amended administrative rules become effective on the day after approved by the superintendent.

The Administrative Rules, as presented, were first read at the June 2 meeting of the Board of Directors. Oregon School Boards Association is recommending the Board act to adopt these particular Administrative Rules (as an exception).

BE IT RESOLVED that the Board of Directors of Lane ESD adopts the Administrative Rule updates as presented.

Board Chair

1. GBN/JBA - AR - Sexual Harassment Complaint Procedure	
GBN_JBA AR Sexual Harassment Complaint Procedure	36
2. IGBAH - AR - Special Education: Evaluation and Eligibility Procedures	
IGBAH Administrative Rule - Special Education Evaluation and Eligibility Procedures	41
3. JBA/GBN - AR - Sexual Harassment Complaint Procedure	

6. Discussion/Reports

A. Superintendent Report

Superintendent

1. Reopening Schools Blueprint for Lane ESD Main Campus and
Westmoreland Campus

Superintendent Scurto

Blachly Metrics Document 50

Operational Blueprint State Hospital, Junction City 51

Operational Blueprint Lane County JDEP 66

Operational Blueprint Westmoreland 82

Distance Learning Blueprint 100

2. Legislative Report

Superintendent Scurto

7. Announcements/Correspondence

Board Chair

A. Acknowledgements and Recognition

Superintendent Tony Scurto

B. Announcements

Board Chair

1. Lane ESD and Component District Professional Development Activities
for Educators

Workshops offered by Lane ESD can be found at
<https://www.lesd.k12.or.us/workshops/index.html>

2. Lane ESD Board Member Activities and Opportunities

- OSBA Webinar: Running Effective Meetings, August 12, 2020

- OSBA Webinar: Board Roles and Responsibilities in this Time of
COVID-19, August 18, 2020

- Lane ESD Welcome Back, September 2, 2020 (virtual, may be pre-recorded)

- OSBA 73rd Annual Convention, November 14, 2020 (VIRTUAL)

3. Component District Board Meeting Dates

Bethel: August 12 & 26, September 9 & 13, October 14 & 28, November 11 & 25, December 9

Blachly: August 21, September 18, October 16, November 20, December 18

Creswell: August 14, September 11, October 9, November 13, December 11

Crow-Applegate-Lorane: August 19, September 16, October 21, November 18, December 16

Eugene: August 5/8/14 & 28, September 18, October 2 & 16, November 6 & 20, December 4 & 18

Fern Ridge: August 13 & 19, September 16, October 21, November 18, December 16

Lowell: August 26, September 23, October 28, November 25, December 23

Mapleton: August 14, September 11, October 9, November 13, December 11

Oakridge: August 12, September 9, October 14, November 11, December 9

Pleasant Hill: August 26, September 9 & 23, October 14 & 28, November 11, December 9

Siuslaw: August 14, September 11, October 9, November 20, December 11

Springfield: August 12 & 26, September 9 & 23, October 14 & 28, November 12, December 9

8. Adjournment

- The next regular meeting is scheduled to be held Tuesday, September 8, 2020, at the Lane ESD Administrative Offices, 1200 Hwy 99N. A virtual option will be available.

Board Chair

HUMAN RESOURCES REPORT TO LANE ESD BOARD

August 1, 2020

LICENSED STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Baldwin, Sima	Teacher, Migrant Ed Summer School	6/1/2020	Temporary
	Castle, Emma	Teacher, Migrant Ed Summer School	6/1/2020	Temporary
	Fletcher, Jasnery	Teacher, Migrant Ed Summer School	6/1/2020	Temporary
	Mack, Kendall	Teacher, Migrant Ed Summer School	6/1/2020	Temporary
	McGuire, Michaela	Teacher, Transitions	9/1/2020	
	Selby, Shea	Teacher, Migrant Ed Summer School	6/1/2020	Temporary
	Wyatt, Bree	Teacher, Migrant Ed Summer School	6/1/2020	Temporary
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Moore, Kevin	School Psychologist	6/12/2020	Retirement
<i>Change of Status</i>				

CLASSIFIED STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Arias, Eva	IA, Migrant Education Summer School	6/1/2020	Temporary
	Bachelor, Hannah	Sign Language Interpreter	9/1/2020	
	Brockman, Madeline	Sign Language Interpreter	9/1/2020	
	Cañas Herrera, Fernanda	MEP Recruiter, Graduation Support	8/3/2020	
	Conde, Giselle	IA, Migrant Education Summer School	6/1/2020	Temporary
	DeCosta, Sarah	IA, Migrant Education Summer School	6/1/2020	Temporary
	Domanick, Lisa	Sign Language Interpreter	9/1/2020	
	Franco, Daniela	IA, Migrant Education Summer School	6/1/2020	Temporary
	Gonzalez, Manuel	IA, Migrant Education Summer School	6/1/2020	Temporary
	Healy, Caitlin	Sign Language Interpreter	9/1/2020	
	LaClair, Kaylin	Sign Language Interpreter	9/1/2020	
	Morin, Elisa	Sign Language Interpreter	9/1/2020	
	Orellana-Ponce, Karen	Program Assistant/Records MEP	6/20/2020	
	Ramirez, Diana	IA, Migrant Education Summer School	6/1/2020	Temporary
	Stoner, Marci	Sign Language Interpreter	9/1/2020	
	Vincent, Brianna	Project Coordinator, CLC/STEM	7/27/2020	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Parlette, Shelley	IA, Life Skills	6/12/2020	Retirement
	Ponzo, Taylor	IA, Life Skills	6/12/2020	Resignation
	Price, Elizabeth	IA, Life Skills	6/12/2020	Resignation
	Solar, Khalia	IA, Life Skills	6/12/2020	Resignation
	Swindler, Kayla	IA, Life Skills	6/12/2020	Resignation
	Wood, Emily	IA, Life Skills	6/12/2020	Resignation
<i>Change of Status</i>				

VACANCY NOTICES (Information)

Posting #	Position	Closing Date	Notes
19078	Sign Language Interpreter	Open pool	Position filled
19079	Sign Language Interpreter	Open pool	Position filled
19080	Sign Language Interpreter	Open pool	Position filled
19081	Sign Language Interpreter	Open pool	Position filled
19082	Sign Language Interpreter	Open pool	Position filled
19087	MEP Recruiter, Graduation Support	4/30/2020	Position filled
19096	Instructional Assistant, Life Skills		Hold
19098	Instructional Assistant, Life Skills		Hold
19103	Instructional Assistant, Life Skills		Hold
19106	Instructional Assistant, Life Skills		Hold
20003	Instructional Assistant, Life Skills		Hold
20004	Instructional Assistant, Life Skills		Hold
20005	Data & Evaluation Coordinator, SI	3/31/2020	In process
20010	IA, Migrant Education Summer School	Open pool	Position filled
20011	IA, Migrant Education Summer School	Open pool	Position filled
20012	IA, Migrant Education Summer School	Open pool	Position filled
20013	IA, Migrant Education Summer School	Open pool	Position filled
20014	IA, Migrant Education Summer School	Open pool	Position filled
20015	IA, Migrant Education Summer School	Open pool	Position filled
20016	Teacher, Migrant Education Summer School	Open pool	Position filled
20017	Teacher, Migrant Education Summer School	Open pool	Position filled
20018	Teacher, Migrant Education Summer School	Open pool	Position filled
20019	Teacher, Migrant Education Summer School	Open pool	Position filled
20020	Teacher, Migrant Education Summer School	Open pool	Position filled
20021	Teacher, Migrant Education Summer School	Open pool	Position filled
20022	Program Assistant, Regional Educator Network/SSA	3/12/2020	In process
20024	Program Assistant/Records Migrant Education	5/11/2020	Position filled
20025	Instructional Assistant, Life Skills ISP		Hold
20028	Instructional Assistant, Life Skills		Hold
20029	Instructional Assistant, Life Skills		Hold
20030	Security Systems Administrator	4/13/2020	In process
20034	Teacher, Transition	5/18/2020	Position filled
20035	Insrtuctional Assistant, Lane School		Hold
20036	Sign Language Interpreter	Open pool	Position filled
20037	Sign Language Interpreter	Open pool	Position filled
20038	Project Coordinator, CLC/STEM	6/29/2020	Position filled

Lane Education Service District
2019-20 General Fund Financial Summary
 6/30/2020 - Preliminary

	Amended Budget	Actual: Jul-Jun	Projected:	Projected Total	Projected vs Budget		
					\$	%	
Resources							
1	State School Fund	13,965,000	14,203,732	-	14,203,732	238,732	1.7%
2	Property Tax & Timber	7,466,000	7,570,387	-	7,570,387	104,387	1.4%
3	Services to Districts	597,000	757,031	-	757,031	160,031	26.8% (1)
4	Other Local Revenue	252,000	301,618	-	301,618	49,618	19.7%
5	Indirect from Grants	140,000	140,003	-	140,003	3	0.0%
6	Interest	168,000	153,565	-	153,565	(14,435)	-8.6%
7	Rental Income	39,800	29,989	-	29,989	(9,811)	-24.7%
8	Total Revenues	22,627,800	23,156,325	-	23,156,325	528,525	2.3%
9	Begin Fund Bal: Unreserved	2,119,000	2,265,688	-	2,265,688	146,688	6.9%
10	Begin Fund Bal: Flex Funds	160,811	97,585	-	97,585	(63,226)	-39.3%
11	Begin Fund Bal: Promise Funds	-	37,500	-	37,500	37,500	-
12	Begin Fund Bal: Projects	-	15,000	-	15,000	15,000	-
13	Begin Fund Bal: PD Funds	-	207,864	-	207,864	207,864	-
14	Total Resources	24,907,611	25,779,962	-	25,779,962	872,351	3.5%
Requirements							
15	Salaries	7,374,072	7,239,479	-	7,239,479	(134,593)	-1.8% (2)(3)
16	Benefits	5,412,445	5,240,857	-	5,240,857	(171,588)	-3.2% (2)(3)
17	Services	1,997,843	2,404,255	-	2,404,255	406,412	20.3%
18	Supplies	220,550	246,384	-	246,384	25,834	11.7%
19	Other	137,400	132,373	-	132,373	(5,027)	-3.7%
20	Interfund Transfers	315,000	314,981	-	314,981	(19)	0.0%
21	Transit Cash to Districts	7,835,972	6,996,586	-	6,996,586	(839,386)	-10.7% (1)
22	Total Expenditures	23,293,282	22,574,915	-	22,574,915	(718,367)	-3.1%
23	Ending Fund Bal: Unreserved	1,378,233	-	-	2,481,461	1,103,228	80.0%
24	Ending Fund Bal: Flex Funds	236,096	-	-	264,240	28,144	11.9% (1)
25	Ending Fund Bal: Promise Funds	-	-	-	-	-	-
26	Ending Fund Bal: Projects	-	-	-	15,346	15,346	-
	Ending Fund Bal: Behavior Spprt	-	-	-	110,000	110,000	-
27	Ending Fund Bal: PD Funds	-	-	-	334,000	334,000	-
28	Total Requirements	24,907,611	22,574,915	-	25,779,962	872,351	3.5%
29	Change in Unreserved Fund Bal	(740,767)			215,773		
30	Unreserved Ending Fund Balance		6.1%		10.7%		

(1) Several district service order adjustments have affected the three primary district related items on this report; service revenue, transit cash payments and the amount of flex funds carried over to the next year. Seven of the ten districts receiving transit dollars have service order adjustments that affected the amount of transit dollars they will receive. Adjustments primarily include changes to service levels requested and changes to enrollment.

(2) Includes staff for new K-3 classroom at Lane School and two new Life Skills classrooms.

(3) Includes savings from substitute costs, unfilled positions and furlough days.



A NOTICE FROM THE DIRECTOR OF POLICY SERVICES

“This is my last *Policy Update* as I am retiring June 30, 2020 after 13 years at OSBA and 45 years in education. I want to thank you for all you do for the children of Oregon and it has been an honor and a pleasure to serve as your director of policy services.”

—Peggy Holstedt

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- IGBAH-AR – Special Education – Evaluation and Eligibility Procedures**, Required
- JBA/GBN – Sexual Harassment, Required, *New Version*
- JBA/GBN-AR – Sexual Harassment Complaint Procedure, Required, *New Version*

Policy Update is a quarterly subscription publication of the Oregon School Boards Association

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If you have questions regarding this publication or OSBA, please call our offices: 503-588-2800 or 800-578-6722

RELEASE OF PERSONNEL RECORDS

Summary

Senate Bill 155 (2019) updated statute affecting release of personnel records when requests are received.

Legal Reference

None

Collective Bargaining Impact

Review collective bargaining language related to personnel records.

Local ESD Responsibility

Review the recommendations and consider adopting the recommended changes.

Policy Implications

GBL – Personnel Records *, Required

GBLA – Disclosure of Information, Highly Recommended

This publication is designed to provide accurate and authoritative information regarding the subject matter covered. It is furnished with the understanding that policies should be reviewed by the ESD's legal counsel.

SEXUAL HARASSMENT

Summary

House Bill 3077 (2019) provides a new definition of sexual harassment (includes sexual assault), clarifies certain aspects of the reporting and investigating process, and requires the allocation of resources to support individuals who report sexual harassment.

Legal Reference

None

Collective Bargaining Impact

None

Local ESD Responsibility

It is recommended that the ESD review the recommended language, revise and recommend the Board readopt the policy and revise and review the administrative regulation.

Policy Implications

GBN/JBA – Sexual Harassment, Required

GBN/JBA-AR – Sexual Harassment Complaint Procedure, Required

JBA/GBN – Sexual Harassment, Required

JBA/GBN-AR – Sexual Harassment Complaint Procedure, Required

SPECIAL EDUCATION - EVALUATION AND ELIGIBILITY PROCEDURES

Summary

At its March 2020 meeting the Oregon State Board of Education adopted revisions to Oregon Administrative Rule (OAR) 581-015-2115 resulting from passage of Senate Bills 13 and 16 (2019).

Legal Reference

None

Collective Bargaining Impact

None

Local ESD Responsibility

It is recommended that the ESD review the recommended revisions and adopt this required administrative regulation.

Policy Implications

IGBAH-AR – Special Education – Evaluation and Eligibility Procedures**, Required

ABOUT *POLICY UPDATE*

Policy Update is a quarterly subscription newsletter providing a brief discussion of current policy issues of concern to Oregon school districts, education service districts, community colleges, and public charter schools.

Sample model policies reflecting these issues and changes in state and federal law, if applicable, are part of this newsletter. These samples are offered as a starting point for drafting local policy and may be modified to meet particular local needs. They do not replace district legal counsel advice.

To make the best use of *Policy Update*, we suggest you discuss the various issues it presents and use the sample model policies to determine which policies your district should develop or revise, get ideas for what a policy should contain, and as a starting point for editing, modifying and discussing your district's policy position.

If you have questions about *Policy Update*, sample policies or policy in general, call OSBA Policy Services, 800-578-6722 or 503-588-2800.

TRY OUR ONLINE POLICY DEMO

OSBA's online policy service has a demo site for districts interested in a public online policy manual. This service saves time, resources and reams of paper. With one centrally located policy manual updated electronically, you have instant access to current district policies.

Go to policy.osba.org and select "Policy Online Demo." The online manual includes a subscription to *Policy Update* and policy manual maintenance service to help keep policies current.

OSBA offers several options. Contact Policy Services to determine the best option for you, 800-578-6722 or 503-588-2800.

OSBA Model ESD Sample Policy

Code: GBL

Adopted:

Personnel Records *

An official personnel file will be established for each person employed by the ESD. Personnel files will be maintained in a central location.

All records containing employee medical condition information such as workers' compensation reports and release or permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The superintendent will be responsible for establishing procedures regarding the control, use, safety and maintenance of all personnel records. Employees will be given a copy of evaluations, complaints and written disciplinary actions placed in their personnel file. All charges resulting in disciplinary action shall be considered a permanent part of the teacher's personnel file and shall not be removed for any reason. Employees may submit a written response to any materials placed in their personnel file.

Except as provided below, or required by law, ESD employees' personnel records will be available for use and inspection only by the following:

1. The individual employee. An employee may arrange with the human resource office to inspect the contents of their personnel file on any day the human resource office is open for business;
2. Others designated by the employee in writing may arrange to inspect the contents of the employee's personnel file in the same manner described above;
3. The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
4. A Board member when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
5. The superintendent and members of the central administrative staff designated by the superintendent;
6. ESD administrators and supervisors who currently or prospectively supervise the employee;
7. Human Resource Employees;
8. Attorneys for the ESD or the ESD's designated representative on matters of ESD business;

9. Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The ESD may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
10. Upon request from a law enforcement agency, the Oregon Department of Human Services, the Teacher Standards and Practices Commission, or the Oregon Department of Education, in conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination.

The superintendent may permit persons other than those specified above to use and to inspect personnel records when, in their opinion, the person requesting access has a legitimate official purpose. The superintendent will determine in each case the appropriateness and extent of such access.

Release of personnel records to parties other than those listed above, will be only upon receipt of court order.

END OF POLICY

Legal Reference(s):

[ORS 339.370 to -339.374](#)
[ORS 339.388](#)

[ORS 342.143](#)
[ORS 342.850](#)

[ORS 652.750](#)
[OAR 581-024-0245](#)

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

OSBA Model ESD Sample Policy

Code: GBLA
Adopted:

Disclosure of Information

Authorized ESD officials may disclose information about a former employee's job performance to a prospective employer. ESD officials are immune from civil liability for such disclosures under the following conditions:

1. The disclosure of information regarding the former employee's job performance is upon request of the prospective employer or the former employee. This disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was:
 - a. Knowingly false;
 - b. Deliberately misleading;
 - c. Rendered with malicious purpose; or
 - d. Violated civil rights of the employee protected under Oregon Revised Statute (ORS) 659 or ORS 659A.
2. ~~The disclosure is of the disciplinary records¹ of an ESD employee who has been convicted of a crime listed in Oregon Revised Statute (ORS) 342.143. These records are generally not exempt from disclosure under ORS 192.345 or ORS 192.355. Prior to the disclosure of a disciplinary record an education provider shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a school employee who is not the subject of the disciplinary record.~~ Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined by ORS 192.311. The ESD may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
3. The disclosure is the result of a request from a law enforcement agency, the Oregon Department of Human Services, ~~or the Teacher Standards and Practices Commission regarding the records of investigations of suspected abuse of a child by an ESD employee~~ or the Oregon Department of Education in conducting an investigation related to suspected abuse or suspected sexual conduct to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;
4. Not later than 20 days after receiving a request under ORS 339.374(1)(b), ~~an education provider that~~ the ESD, if it has or has had an employment relationship with the applicant shall disclose the information requested ~~and any disciplinary records that must be disclosed as provided by ORS 339.388(7).~~

END OF POLICY

¹“Disciplinary records” is defined as records related to a personnel discipline action or materials or documents supporting that action.

Legal Reference(s):

[ORS 30.178](#)
[ORS 339.370 - 339.400](#)

[ORS 339.388\(7\),\(8\),\(9\)](#)
[ORS Chapter 659](#)

[ORS Chapter 659A](#)

OR. ATTORNEY GENERAL'S PUBLIC RECORDS AND MEETINGS MANUAL.

OSBA Model ESD Sample Policy

Code: GBN/JBA
Adopted:

Sexual Harassment

The ESD is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the ESD. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The ESD processes complaints^{1} or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the ESD, the ESD will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The ESD may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures^{2}.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties³ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or ESD staff member's ability to perform their job; or

^{1} Some ESDs choose not to use the terms "complaint" and "complainant" because they feel the stigma associated with the terms discourage victims from reporting conduct. The terms used in this policy are consistent with those included in the law. If you choose to change these terms, make sure that you are consistent and clear. Note, "complainant" is defined under federal law.}

^{2} Common complaint procedures that may also be involved include: Nondiscrimination (AC), Workplace Harassment (GBEA), [Hazing,]Harassment, Intimidation, Bullying, [Menacing,]Cyberbullying, Teen Dating Violence and Domestic Violence – Student (JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (GBNAA/JHFF)

³ "Third party" means a person who is not a student or a school or ESD staff member and who is: 1) on or immediately adjacent to school grounds or ESD property; 2) at a school-sponsored activity or program; or 3) off school grounds or ESD property if a student or a school or ESD staff member acts toward the person in a manner that creates a hostile environment for the person while on school or ESD property, or at a school- or ESD-sponsored activity.

c. Creates an intimidating, offensive or hostile environment.

- 3. Assault when sexual contact occurs without the student’s, staff member’s or third party’s consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.{4}

Sexual harassment does not include conduct that is necessary because of a job duty of a school or ESD staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person’s action, offensive because of that other person’s sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, {5} physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s)

Name	Position	Phone	Email
<u>Carol Knobbe</u>	<u>Assistant Superintendent</u>	<u></u>	<u></u>
<u>Sue Mathisen</u>	<u>Special Education</u>	<u></u>	<u></u>

This/These individual(s) is/are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. This person is also designated as the Title IX Coordinator.{6} See GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall [immediately] report to a ESD official. The ESD official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

- 1. Student is protected and to promote a nonhostile learning environment;

{4 The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1)(b). If the ESD would like to include the full statutory definition, it can do so.}

{5 OAR 581-021-0038 requires that the policy include a “examples of harassing behaviors covered by policy”. The bracketed list in this policy reflects OSBA’s recommendations. The ESD has discretion in what is included in this list. If you are listing behaviors not reflected in our recommendations, please make sure that you have your list reviewed by your school ESD’s legal counsel.}

{6 This must be communicated elsewhere, but it is a good reason to specify it here as well.}

2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the ESD official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to **immediately** report their concerns to ESD officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate ESD official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The ESD may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The ESD will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.⁷

The ESD may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for ESD electronic systems;

{⁷ We strongly recommend that the board receive input from ESD administration prior to adopting a standard here. Of note, Title IX's definition of sexual harassment includes "unwelcome conduct determined *by a reasonable person* to be..." 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.}

5. Trainings and education for staff and students; and
6. Increased notifications regarding ESD procedures and resources.

When a student or staff member is harassed by a third party, the ESD will consider the following:

1. Removing that third party's ability to contract or volunteer with the ESD, or be present on ESD property;
2. If the third party works for an entity that contracts with the ESD, communicating with the third party's employer;
3. If the third party is a student of another district, ESD or school, communicate information related to the incident to the other district, ESD or school;
4. Limiting attendance at ESD events; and
5. Providing for additional supervision, including law enforcement if necessary, at ESD events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or ESD staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the ESD's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person⁸ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the ESD shall provide written notification to the following:

1. Each reporting person;

⁸ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the ESD should consider when to contact the person's parent.

2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁹:

1. Name and contact information for all person designated by the ESD to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or ESD that the [student, student's parents, staff member, person or person's parent] person who filed the complaint may pursue, including the person designated for the school or ESD for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or ESD may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or ESD, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or ESD;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services;
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the ESD's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

⁹ Remember confidentiality laws when providing any information.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the ESD office and on the website of the school or ESD.

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the ESD conditioning the provision of an aid, benefit, or service of the ESD on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the ESD's education program or activity¹⁰;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

¹⁰ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs. (Title 34 C.F.R. § 106.44(a))

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A ESD’s treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The ESD will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Title IX Sexual Harassment Grievance Procedures.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The report can be made at any time.

[Person or position] The Assistant Superintendent is designated as the Title IX Coordinator **and can be contacted at** the ESD’s main number. The Title IX Coordinator will coordinate the ESD’s efforts to comply with its responsibilities related to this AR. The ESD prominently will display the contact information for the Title IX Coordinator on the ESD website and in each handbook. {¹¹}

Response

The ESD will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.¹² The ESD shall treat complainants and respondents equitably by providing supportive measures¹³ to the complainant and by following a grievance procedure¹⁴ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes, with respect to supportive measures, inform the complainant

{¹¹ Note the difference in requirements for Title IX and Oregon law. It makes sense to align these requirements }

¹² (Title 34 C.F.R. § 106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

¹³ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the ESD’s educational environment, or deter sexual harassment.¹³ The ESD must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

¹⁴ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.¹⁵

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹⁶The ESD must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The ESD shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the ESD of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the ESD does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the ESD will respond.

{Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary¹⁷, or both.}

No Retaliation

Neither the ESD or any person may retaliate¹⁸ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The ESD must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

¹⁵ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

¹⁶ The ESD may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

¹⁷ Of the United States Department of Education

¹⁸ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the school ESD student handbook and on the school ESD website. This policy shall also be made available at each school office and at the ESD office. The ESD shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any student, parent of a student, school or ESD staff member, or third party person upon request.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 334.125](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

OSBA Model ESD Sample Policy

Code: JBA/GBN
Adopted:

Sexual Harassment

The ESD is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the ESD. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

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General Procedures

When information, a report or complaint regarding sexual harassment is received by the ESD, the ESD will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The ESD may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures^{2}.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties³ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or ESD staff member's ability to perform their job; or

^{1} Some ESDs choose not to use the terms "complaint" and "complainant" because they feel the stigma associated with the terms discourage victims from reporting conduct. The terms used in this policy are consistent with those included in the law. If you choose to change these terms, make sure that you are consistent and clear. Note, "complainant" is defined under federal law.}

^{2} Common complaint procedures that may also be involved include: Nondiscrimination (AC), Workplace Harassment (GBEA), [Hazing,]Harassment, Intimidation, Bullying, [Menacing,]Cyberbullying, Teen Dating Violence and Domestic Violence – Student (JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (GBNAA/JHFF)

³ "Third party" means a person who is not a student or a school or ESD staff member and who is: 1) on or immediately adjacent to school grounds or ESD property; 2) at a school-sponsored activity or program; or 3) off school grounds or ESD property if a student or a school or ESD staff member acts toward the person in a manner that creates a hostile environment for the person while on school or ESD property, or at a school- or ESD-sponsored activity.

c. Creates an intimidating, offensive or hostile environment.

- 3. Assault when sexual contact occurs without the student’s, staff member’s or third party’s consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.{4}

Sexual harassment does not include conduct that is necessary because of a job duty of a school or ESD staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person’s action, offensive because of that other person’s sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, {5} physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s)

Name	Position	Phone	Email
<u>Carol Knobbe</u>	<u>Assistant Superintendent</u>	_____	_____
<u>Sue Mathisen</u>	<u>Special Education</u>	_____	_____

This/These individual(s) is/are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. This person is also designated as the Title IX Coordinator.{6} See GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall [immediately] report to a ESD official. The ESD official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

- 1. Student is protected and to promote a nonhostile learning environment;

{4 The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1)(b). If the ESD would like to include the full statutory definition, it can do so.}

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{6 This must be communicated elsewhere, but it is a good reason to specify it here as well.}

2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the ESD official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to **immediately** report their concerns to ESD officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate ESD official.

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1. Interviews with those involved;
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5. Review of any physical evidence; and
6. Use of third-party investigator.

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{⁷ We strongly recommend that the board receive input from ESD administration prior to adopting a standard here. Of note, Title IX's definition of sexual harassment includes "unwelcome conduct determined *by a reasonable person* to be..." 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.}

5. Trainings and education for staff and students; and
6. Increased notifications regarding ESD procedures and resources.

When a student or staff member is harassed by a third party, the ESD will consider the following:

1. Removing that third party's ability to contract or volunteer with the ESD, or be present on ESD property;
2. If the third party works for an entity that contracts with the ESD, communicating with the third party's employer;
3. If the third party is a student of another district, ESD or school, communicate information related to the incident to the other district, ESD or school;
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3. Each reported person; and
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7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services;
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Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the ESD conditioning the provision of an aid, benefit, or service of the ESD on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the ESD's education program or activity¹⁰;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

¹⁰ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs. (Title 34 C.F.R. § 106.44(a))

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A ESD’s treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The ESD will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Title IX Sexual Harassment Grievance Procedures.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The report can be made at any time.

[Person or position] The Assistant Superintendent is designated as the Title IX Coordinator **and can be contacted at** the ESD’s main number. The Title IX Coordinator will coordinate the ESD’s efforts to comply with its responsibilities related to this AR. The ESD prominently will display the contact information for the Title IX Coordinator on the ESD website and in each handbook. {¹¹}

Response

The ESD will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.¹² The ESD shall treat complainants and respondents equitably by providing supportive measures¹³ to the complainant and by following a grievance procedure¹⁴ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes, with respect to supportive measures, inform the complainant

{¹¹ Note the difference in requirements for Title IX and Oregon law. It makes sense to align these requirements }

¹² (Title 34 C.F.R. § 106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

¹³ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the ESD’s educational environment, or deter sexual harassment.¹³ The ESD must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

¹⁴ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.¹⁵

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹⁶The ESD must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The ESD shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the ESD of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the ESD does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the ESD will respond.

{Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary¹⁷, or both.}

No Retaliation

Neither the ESD or any person may retaliate¹⁸ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The ESD must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

¹⁵ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

¹⁶ The ESD may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

¹⁷ Of the United States Department of Education

¹⁸ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the school ESD student handbook and on the school ESD website. This policy shall also be made available at each school office and at the ESD office. The ESD shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any student, parent of a student, school or ESD staff member, or third party person upon request.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 334.125](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

OSBA Model Sample Administrative Regulation

Code: GBN/JBA-AR(1)
Revised/Reviewed:

Sexual Harassment Complaint Procedure

{¹} Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
Carol Knobe			
Sue Mathisen			

The ESD official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy GBN/JBA - Sexual Harassment.

Step 1 The ESD official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board policy GBN/JBA - Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within ~~{five}~~ working days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within ~~{30}~~ days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 2 If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the superintendent ~~{or designee}~~. Such appeal must be filed within ~~{10}~~ working days after receipt of the Step 1 decision. The superintendent ~~{or designee}~~ will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal within ~~{5}~~ working days of receipt of the appeal. The superintendent ~~{or designee}~~ shall provide a written decision to the complainant within ~~{10}~~ working days.

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within ~~{10}~~ working days after receipt of the Step 2 decision. The Board will review the decision of the superintendent ~~{or designee}~~ in a public meeting to determine what action is appropriate. The Board may use executive

{¹ Align with same positions identified in policy.}

session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's ~~or designee's~~ decision. All parties involved, including the school administration, may be asked to attend a hearing for the purposes of making further explanations and clarifying the issues. The Board shall provide a written decision to the complainant within ~~30~~ working days following receipt of the appeal.

If the Board chooses not to hear the complaint, the superintendent's ~~or designee's~~ decision in Step 2 is final².

The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against an administrator may start at Step 2 and may be filed with the superintendent ~~or designee~~. The superintendent ~~or designee~~ will cause the required notices to be provided. The superintendent ~~or designee~~ will investigate the complaint and will notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within ~~10~~ working days of receipt by the superintendent ~~or designee~~, the complainant may appeal to the Board in Step 3.

Complaints against the superintendent or a Board member (other than the Board chair) may start at Step 3 and should be referred to the Board chair on behalf of the Board. The Board chair will cause required notices to be provided. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within ~~20~~ days, in open session what action, if any, is warranted. The Board chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints against the Board chair may start at Step 3 and should be referred to the Board vice chair on behalf of the Board. The Board vice chair will cause required notices to be provided. The Board vice chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within ~~20~~ days, in open session what action, if any, is warranted. The Board vice chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

² ~~If the Board chooses to accept the superintendent's decision as the ESD's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).~~

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, compliance officer or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the ESD office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

OSBA Model ESD Sample Policy

Code: IGBAH-AR

Adopted:

Special Education - Evaluation and Eligibility Procedures**

1. Request for Initial Evaluation
 - a. Consistent with its child find and parent consent obligations, the ESD responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.
 - b. Upon receiving a request from a parent or public agency for an initial evaluation, the ESD designates a team to determine whether an initial evaluation will be conducted.
 - (1) The ESD team includes the parent and at least two professionals, at least one of whom is a specialist knowledgeable and experienced in the evaluation and education of children with disabilities.
 - (a) The team may make the decision to evaluate with or without a meeting.
 - (b) The ESD documents team members' input, including parents, whether ~~or not~~ the ESD convenes a meeting.
 - c. If a meeting is held, the ESD invites parents to participate.
 - d. If the ESD agency refuses an evaluation requested by the parent, the ESD provides the parent with prior written notice of its refusal to conduct an evaluation.
 - e. The ESD acknowledges the parent's rights to challenge its refusal to conduct an evaluation.
2. The initial evaluation consists of procedures:
 - a. To determine if the child has a disability; and
 - b. To identify the child's educational needs.
3. The ESD conducts the initial evaluation within 60 school days of receiving parental consent for evaluation unless:
 - a. The ESD and the parents agree in writing to extend the timeline for an evaluation to determine eligibility for specific learning disabilities;
 - b. The child moves from another district during the evaluation, the ESD is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the ESD agree in writing to a specific time when the evaluation will be completed; or
 - c. The parent repeatedly fails or refuses to produce the child for evaluation.
4. Re-evaluation
 - a. The ESD conducts re-evaluations:
 - (1) When the educational or related service needs, including improved academic achievement and functional performance of the child, warrant an evaluation;
 - (2) When the child's parents or teacher request a re-evaluation; and
 - (3) At least every three years, unless that parent and the ESD agree that a re-evaluation is unnecessary.
 - b. The ESD does not conduct re-evaluation more than once a year, unless the parent and the ESD agree otherwise.

5. Evaluation Planning

- a. ~~The ESD, or designated referral and evaluation agency for preschool children, ensures that,~~ As part of an initial evaluation (if appropriate), and as part of any re-evaluation, the child's individualized education program (IEP) or individualized family service plan (IFSP) team, including the parents and other qualified professionals, as appropriate, must review and document their review of existing evaluation data information on the child including:
- (1) Evaluations and information provided by the child's parents;
 - (2) Current classroom-based, local or state assessments and classroom-based observations;
 - and
 - (3) Observations by teachers and related service providers; and
 - (4) Medical, sensory, and health information.
- b. On the basis of that review and input from the child's parents, identify what additional data if any is needed to determine:
- (1) Whether the child has a disability;
 - (2) The child's present levels of academic achievement and related development needs;
 - (3) Whether the child needs or continues to need early intervention/early childhood special education services (EI/ECSE) or special education and related services; and
 - (4) For re-evaluation, whether the child needs any additions or modifications to the special education and related services or, for a preschool child, any additions or modification to ECSE services:
 - (a) To enable the child to meet the measurable annual goals in the child's IEP or IFSP; and
 - (b) To participate, as appropriate, in the general education curriculum or, for preschool children, appropriate activities.

6. Evaluation Procedures

- a. The ESD assesses the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
- b. The evaluation is sufficiently comprehensive to identify all of the child's special education and related needs, whether or not commonly linked to the disability category in which the child has been classified.
- c. The evaluation includes information provided by the parent and a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child that assist in determining:
- (1) Whether the child has a disability; and
 - (2) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).
- d. The ESD ensures that assessments and other evaluation materials, including those tailored to assess specific areas of educational need, used to assess a child:
- (1) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (2) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to do so;
 - (3) Are used for the purposes for which the assessments or measures are valid and reliable;

- (4) Are administered by trained and knowledgeable personnel; and
 - (5) Are administered in accordance with any instructions provided by the producer of the assessments.
- e. The ESD selects and administers assessments to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure).
 - f. The ESD uses technically sound instruments that may assess the relative contribution of cognitive factors and behavioral factors in addition to physical or developmental factors.
 - g. The ESD does not use any single measure of assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

7. Requirements if Additional Evaluation Data is not Needed to Determine Eligibility

- a. If the child's IEP or IFSP team determines that no additional data is needed to determine whether or not the child is or continues to be a child with a disability, and to determine the child's educational and developmental needs, the ESD provides prior written notice of that decision, the reasons for it, and the right of parents to request an assessment.
- b. When the IEP or IFSP team determines that no additional data is needed to determine eligibility, the ESD does not conduct an assessment of the child unless requested to do so by the parents.

8. Evaluation Procedures for Transfer Students

When a child with disabilities transfers from one district to another district in the same school year, the ESD coordinates with the previous district to complete any pending assessment as quickly as possible.

9. Eligibility Determination

- a. Once evaluation is completed, the ESD designates an eligibility team to determine whether the child is eligible for special education services.
- b. This team includes:
 - (1) Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and
 - (2) The student's parent(s).
- c. For consideration of eligibility in the area of specific learning disabilities, the ESD eligibility team includes:
 - (1) A group of qualified professionals and the parent;
 - (2) The child's regular classroom teacher or, if the child does not have a regular classroom teacher, a regular classroom teacher qualified to teach a child of his or her age, or for a child of less than school age, a preschool teacher; and
 - (3) A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or other qualified professional.
- d. In interpreting evaluation data, each ESD team carefully considers and documents information from a variety of sources, including but not limited to, aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior and all required elements of the evaluation.

- e. Each eligibility team prepares a written eligibility statement that includes:
 - (1) Identification of the evaluation data considered in determining the child’s eligibility, including the required evaluation components for the disability under consideration;
 - (2) A determination of whether the child meets the minimum evaluation criteria for one or more of the disability categories in Oregon Administrative Rule;
 - (3) A determination of whether the primary basis for the suspected disability is:
 - (a) A lack of appropriate instruction in reading (including the essential components of reading) or math; or
 - (b) Limited English proficiency.
 - (4) A determination of whether the child’s disability has an adverse impact on the child’s educational performance;
 - (5) A determination of whether, as a result of the disability, the child needs special education services;
 - (6) The signature of every team member and an indication of whether each agrees with the eligibility determination;
 - (7) For a child suspected of having a specific learning disability, the team’s written report includes additional specific documentation as required by Oregon Administrative Rule.
- f. The team does not find a child eligible as a child with a disability if the determinant factor for that eligibility decision is:
 - (1) Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of appropriate instruction in math; or
 - (2) Limited English proficiency; and
 - (3) The child does not otherwise meet the eligibility criteria found in Oregon Administrative Rule for the category(ies) of disability under consideration.
- g. The team finds a child eligible if the child has a disability and needs special education and related services, even though the child is advancing from grade to grade.
- h. A child may have disabilities in more than one disability category, but the team needs to find the child eligible in only one category. However, the ESD evaluates the child in all areas related to the suspected disability or disabilities, and the child’s IEP addresses all of the child’s special education needs.

OSBA Model ESD Sample Administrative Regulation

Code: JBA/GBN-AR(1)
Revised/Reviewed:

Sexual Harassment Complaint Procedure

{¹} Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
_____	_____	_____	_____
_____	_____	_____	_____

The ESD official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy GBN/JBA - Sexual Harassment.

Step 1 The ESD official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board policy GBN/JBA - Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within [five] working days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within [30] days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 2 If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the superintendent[or designee]. Such appeal must be filed within [10] working days after receipt of the Step 1 decision. The superintendent[or designee] will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal within [5] working days of receipt of the appeal. The superintendent[or designee] shall provide a written decision to the complainant within [10] working days.

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within [10] working days after receipt of the Step 2 decision. The Board will review the decision of the superintendent [or designee] in a public meeting to determine what action is appropriate. The Board may use executive

{¹ Align with same positions identified in policy.}

session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's[or designee's] decision. All parties involved, including the school administration, may be asked to attend a hearing for the purposes of making further explanations and clarifying the issues. The Board shall provide a written decision to the complainant within [30] working days following receipt of the appeal.

If the Board chooses not to hear the complaint, the superintendent's[or designee's] decision in Step 2 is final²].

The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against the principal may start at Step 2 and may be filed with the superintendent[or designee]. The superintendent[or designee] will cause the required notices to be provided. The superintendent[or designee] will investigate the complaint and will notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within [10] working days of receipt by the superintendent[or designee], the complainant may appeal to the Board in Step 3.

Complaints against the superintendent or a Board member (other than the Board chair) may start at Step 3 and should be referred to the Board chair on behalf of the Board. The Board chair will cause required notices to be provided. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted. The Board chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints against the Board chair may start at Step 3 and should be referred to the Board vice chair on behalf of the Board. The Board vice chair will cause required notices to be provided. The Board vice chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted. The Board vice chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

² [If the Board chooses to accept the superintendent's decision as the ESD's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).]

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, compliance officer or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the ESD office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

[Name of ESD]
[Address] | [Phone]

SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

[Name of ESD]
[Address] | [Phone]

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

<http://www.blachly.k12.or.us/metrics/>

County Metric:

COVID-10 Case Rate \leq 10 cases per 100,000 in the preceeding 7 days and for 3 weeks in a row

Yes?
MEETS REQUIREMENT

✗ No?
DOES NOT MEET REQUIREMENT

County Metric:

COVID-19 Test Postivity Rate \leq 5% in the preceeding 7 days and for 3 weeks in a row

Yes?
MEETS REQUIREMENT

No?
DOES NOT MEET REQUIREMENT

State Metric:

COVID-19 Test Positivity Rate \leq 5% in the preceeding 7 days and for 3 weeks in a row

Yes?
MEETS REQUIREMENT

✗ No?
DOES NOT MEET REQUIREMENT

Lane County		Lane County		Oregon (Statewide)	
Week Starting:	Case Rate per 100,000:	Week Starting:	Test Positivity Rate:	Week Starting:	Test Positivity Rate:
7/5/2020	22.8 ✗	7/5/2020	1.9% ✓	7/5/2020	5.9% ✗
7/12/2020	23.3 ✗	7/12/2020	1.3% ✓	7/12/2020	5.4% ✗
7/19/2020	13.9 ✗	7/19/2020	1.1% ✓	7/19/2020	5.1% ✗
7/26/2020	18.7 ✗	7/26/2020	2.0% ✓	7/26/2020	5.8% ✗



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/30/2020

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	Daffodil School at Junction City State Hospital
Key Contact Person for this Plan	Annie Whiddon
Phone Number of this Person	(541) 731-2454
Email Address of this Person	awhiddon@lesd.k12.or.us
Sectors and position titles of those who informed the plan	Julia Howe Tom Anhault Annie Sue Trent
Local public health office(s) or officers(s)	Jocelyn Warren, Lane County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	
Intended Effective Dates for this Plan	7/7/2020
ESD Region	Lane

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.

Community engaged by partnership the Junction City State Hospital. The State Hospital program is an independent government health care agency operating under hospital guidelines, and engages with Lane County Public Health and Health and Human Services. Blueprint will be available on Lane ESD website. Lane ESD Management team consulted for feedback.

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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

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

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

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA. <input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" 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). 	<p>Communicable Disease Management Plan is updated and available. Specific details applicable to COVID-19 are included in this plan.</p> <p>Plan will be shared with:</p> <ul style="list-style-type: none"> • Lane ESD Board • Julia Howe • physician • Nurse • Lane ESD Management Team • Lane County Public Health Department • Lane County Youth Services Management <p>Classroom teacher will be trained via meeting with management. Revisions will be discussed as necessary</p> <p>All clients placed in the state hospital by court mandated statute are required to undergo COVID-19 testing and quarantine in the Salem facility until such time as test is confirmed negative.</p> <p>Classroom teacher will be disinfecting classroom using approved disinfectant spray/wipes between cohort sessions</p> <p>Procedure will be implemented to conduct verbal/visual COVID-19 symptom check of students upon entry to classroom. Data will be collected by classroom teacher and will include:</p> <ul style="list-style-type: none"> • time in/out • symptom check verification • handwashing/sanitization reminder <p>If a student demonstrates visible symptoms they will be quarantined in their private room until such time cleared by cooperating physician or nurse.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" 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. <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 checked="" 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, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).	<p>Group work staff will follow same protocol upon entry to classroom, however classroom teacher will not be responsible for symptom checking group work staff.</p> <p>All cohort data will be provided to Lane County Public Health immediately upon request.</p> <p>Parent/Guardian information kept onsite.</p> <p>Contact logs currently in place for each encounter with group work staff, substitutes, and guest teachers. (No guest teachers allowed at this time.)</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" 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> <input checked="" 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: <ol style="list-style-type: none"> Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <input checked="" 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: <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, 	<p>All instruction happens on-site as students are placed the courts into Juvenile Detention system.</p> <p>Students with medical conditions/nursing-dependence not in program.</p> <p>Dr. Diehl will provide clearance for students to return to the milieu after fever free for 72 hours. Packet work will be provided to students as is standard during quarantine periods in JDEP. Group worker support will be provided during any period of quarantine.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>physical therapy, as well as behavioral and mental health services.</p> <ul style="list-style-type: none"> • 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. 	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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. <input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. <input checked="" 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 checked="" 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 checked="" 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. 	<p>Site is _____ square feet which will accommodate 6 students and one teacher.</p> <p>Three stable cohort options will be implemented as necessary based on population number and needs:</p> <ol style="list-style-type: none"> 6 hours of daily instruction with teacher if student population is 6 or fewer. 3 hours of daily instruction with teacher, 3 hours of elective/packet work/group work if population is 12 or fewer. 2 hours of daily instruction with teacher, 2 hours of packet work, 2 hours of electives/group work if population is 13 or greater <p>Spaces will be marked on floor for required social distancing in lines.</p> <p>Seating will be designated and marked for meal time</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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. 	<p>See above</p> <p>Stable cohort model will be implemented during meal time as population requires.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>There is a sink in the classroom. Students will be reminded to wash hands upon entry to classroom and after sneezing/coughing etc. Hand sanitizer will be available at multiple locations throughout classroom.</p> <p>Handwashing protocol signage will be posted at sink and sanitization reminder will be posted on classroom door.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> • Consider sharing school protocols themselves. ☒ 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"> • Consult with your LPHA on what meets the definition of "close contact." ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community. 	<p>Staff will review plan weekly at staff meeting with supervisors.</p> <p>In the event of a confirmed COVID-19 case, JDEP will provide all data collected to Lane County Public Health for contact tracing.</p> <p>All families of students in stable cohort will be notified of contact immediately by phone.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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 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 ☒ 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. 	<p>Students are placed by the courts into Juvenile Detention program and by statute must be provided with education in the JDEP program if found to be unfit for community participation.</p> <p>Students will not be excluded from instruction for any reason. If a student tests positive for COVID-19, student will be given packet work with group worker support and will have a daily opportunity to communicate with teacher via distance model.</p> <p>Students are required to shower and wear clean clothes daily.</p> <p>Hand washing will be reinforced throughout the day and signage will direct appropriate protocol.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<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 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <p><input checked="" 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.</p> <p><input checked="" 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.</p> <p><input checked="" 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>	

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</p> <p><input checked="" type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</p> <p><input checked="" type="checkbox"/> Visitors must wear face coverings in accordance with OHA and CDC guidelines.</p> <p><input checked="" type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</p>	No current contact visiting is allowed onsite.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Face coverings or face shields for:</p> <ul style="list-style-type: none"> • Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact. ○ Staff who will sustain close contact and interactions with students. • Bus drivers. • Staff preparing and/or serving meals. <p><input checked="" type="checkbox"/> Face shields, face coverings or clear plastic barriers for:</p> <ul style="list-style-type: none"> • Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. • Front office staff. <p><input checked="" 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> <p><input checked="" type="checkbox"/> Students who choose not to wear face coverings must be provided access to instruction.</p> <p><input checked="" type="checkbox"/> ADA accommodations: If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<p>Face masks/shields are required for all staff and will be provided by Lane County Youth Services.</p> <p>Student PPE use will be required where social distancing cannot be maintained.</p>

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <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. ☒ 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, and hands washed after removing PPE. • 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. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. <ul style="list-style-type: none"> • Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> ○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use 	<p>Ill students will be quarantined in private residential rooms.</p> <p>All students are offered optional testing upon entry to program. Testing will be required for any student displaying symptoms.</p> <p>If a student must be transported to a medical appointment, group work staff will transport implementing use of PPE during duration of encounter.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>of fever reducing medicine, and other symptoms are improving.</p> <ul style="list-style-type: none"> <input checked="" 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 checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review. 	



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. <input checked="" 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 checked="" 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>This is a secure facility for incarcerated youth. The physical space includes:</p> <ul style="list-style-type: none"> • private residential rooms with included private bathrooms used only by single students on the upper floor • one staircase • a common multipurpose area on the main floor which has four separate tables • a management station • one classroom off the multipurpose area • an outdoor activity space <p>Currently there are three (3) youth in the program, but this number can fluctuate daily. The maximum number of youth in the program is sixteen (16).</p>

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-Site school students: Full-time and part-time students follow normal reporting policy and procedures. <input checked="" type="checkbox"/> Full-Time Online and/or Hybrid school students: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. <ul style="list-style-type: none"> • Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to 	<p>All students enrolled are placed by court mandate and inclusion in JDEP is required by ODE statute.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>those students. This will reduce accuracy of attendance data for the state while this is in effect.</p> <ul style="list-style-type: none"> For the purposes of this section, please use the following definition and clarification: Online and/or Hybrid Check-in: The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day. The student must check-in at least twice a week with their teacher(s) of record on at least two separate weekdays in order to be counted as present for all five days of that week. If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are five days scheduled in the week). The student must be counted as absent for the entire week (five days, if there are five days scheduled in the week) if they do not report in at all during the week. Note: If a district schedule is based on a four-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (four days) and once a week to be counted as present for half of the week (two days). Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary). <p><input checked="" type="checkbox"/> Part-time students receiving online and/or hybrid instruction (not college courses): Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to one hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.</p>	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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).</p> <p><input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p>	<p>Computers will be wiped with disinfectant wipes or approved disinfectant cleaner by teacher between users.</p> <p>Students will be required to use hand sanitizer before using computer.</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<ul style="list-style-type: none"> ● Handwashing: Signs posted including protocol ● Equipment: Will be disinfected between users. ● Events: N/A ● Transitions/Hallways: 6 foot markers will be taped onto the floor. Staircase will require one person at-a-time. ● Personal Property: Limited personal property on campus at any time. All personal property will be checked in and out of the resource station. ● Use of stairs: Students will wait for stairs to be clear before using

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Develop sign-in/sign-out protocol to help facilitate contact tracing: <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. ☒ Install hand sanitizer dispensers near all entry doors and other high-traffic areas. ☒ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Between cohorts, teacher will have 5 minutes to disinfect classroom using Lane County Public Health approved spray cleaner.</p> <p>There is one door to classroom. All students will socially distance waiting for entry to classroom while teacher completes checking protocol for each student.</p>

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. <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>There is no upholstered furniture in the classroom or common areas.</p> <ul style="list-style-type: none"> ● Seating: Will be assigned ● Materials: Each student has personally designated materials ● Handwashing: Teacher will remind students of handwashing recommendations at beginning and end of class, as well as after coughing/sneezing/etc.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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). 	<p>Signs will be posted throughout building to encourage handwashing</p> <p>For any outdoor activities, students will remain in stable cohort</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. <input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment. <input checked="" type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use. <input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input checked="" type="checkbox"/> Clean all outdoor equipment between cohorts. 	

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning of tables between meal periods. 	<p>Students will be required to follow hand washing protocol before and after meals.</p> <p>Staff supervising mealtime will also be required to follow hand washing protocol before and after mealtime.</p> <p>Food is distributed on prepared trays and is transported via cart to meal area. Students will wait in designated socially distanced line or will wait to be called individually to get tray.</p> <p>Group work staff will disinfect tables before and after meal time and between cohorts</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input checked="" 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 checked="" type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> • If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input checked="" 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 checked="" type="checkbox"/> Drivers wear face shields or face coverings. <input checked="" 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>N/A, students are in youth detention program.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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, restrooms, and playgrounds. <input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input checked="" 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 checked="" 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. 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. <input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input checked="" 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). <input checked="" 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>Classroom will be disinfected by teacher between cohorts</p> <p>Cleaning supplies will be available to staff at all times in management station resource station</p> <p>Meal area will be disinfected by county group work staff</p> <p>Ventilation system meets qualifications and is maintained by Lane County</p> <p>Cleaning and sanitation is conducted daily by Lane County Youth Services staff</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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 checked="" 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>If a student is symptomatic they will be quarantined in private residential room.</p> <p>Mental health support will be provided as necessary through teletherapy model for symptomatic students.</p> <p>All students have daily access to mental health counselors and group workers.</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. 	<p>Lane County Youth Services coordinates/partners with Lane County Public Health and on campus nursing staff.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Establish a specific emergency response framework with key stakeholders. <input checked="" 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 district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	<p>Response team consists of management team and medical support as outlined in 1a</p> <p>JDEP teacher will follow protocol as designated by Lane County Public Health regarding imposed restrictions.</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input checked="" 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. <input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input checked="" 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 checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input checked="" type="checkbox"/> Continue to provide meals for students. <input checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	<p>Cases will be reported to public health by Lane County Youth Services supervisory staff.</p> <p>All staff will be required to report to Youth Services Manager any outside exposure to COVID 19 prior to entry to facility. Lane ESD Teacher will be required to report any outside exposure to COVID 19 to Lane ESD Administrator.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input checked="" 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 checked="" type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input checked="" 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>In the case of a major outbreak, packet work with daily connection with classroom teacher and group work staff for support and instruction will be provided to all students until such time as in person instruction has been approved by Lane County Public Health and ODE.</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**

 **5. Instruction**

 **6. Family and Community Engagement**

 **7. Mental, Social, and Emotional Health**

 **8. Staffing and Personnel**

Assurance Compliance and Timeline

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

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



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/30/2020

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	Juvenile Detention Education Program, Lane ESD
Key Contact Person for this Plan	Annie Whiddon
Phone Number of this Person	(541) 731-2454
Email Address of this Person	awhiddon@lesd.k12.or.us
Sectors and position titles of those who informed the plan	Matthew Sterner – Lane County Youth Services Manager Star Felty – Lane County Health and Human Services Youth Services Division Manager Megan Hendrickson – Lane County Youth Services Director Jocelyn Warren – Lane County Public Health Manager Sue Mathisen – LESD Director of Special Education Sam Ko – Oregon Department of Education, JDEP Liaison Trish Robison, Stephan Willow, Taunya DeBoer – Classroom Teachers
Local public health office(s) or officers(s)	Jocelyn Warren, Lane County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Megan Hendrickson, Lane County Youth Services
Intended Effective Dates for this Plan	7/7/2020
ESD Region	Lane

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.

Community engaged by partnership with Lane County Youth Services, MLK Center Detention Manager. Lane County Youth Services engages with Lane County Public Health and Health and Human Services. Blueprint will be available on Lane ESD website. Lane ESD Management team consulted for feedback.

3. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning Comprehensive Distance Learning

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

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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

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

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

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA. <input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" 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). 	<p>Communicable Disease Plan is being updated by Lane County Youth Services Management Team</p> <p>Plan will be shared with:</p> <ul style="list-style-type: none"> • Lane ESD Board • Megan Hendrickson, Detention Manager, who will implement social distancing guidelines in partnership with group work staff. • Dr. Tony Diehl, campus physician • Nurse Joni/Sharon • Lane ESD Management Team • Lane County Public Health Department • Lane County Youth Services Management <p>Classroom teacher and group work staff will be trained via collaborative distance meeting hosted by Lane County Youth Services/Lane ESD prior to campus reopening.</p> <p>All students placed in JDEP by court mandated statute will be provided with optional COVID-19 testing upon admission to program.</p> <p>Classroom teacher will be disinfecting classroom using approved disinfectant spray/wipes between cohort sessions</p> <p>Procedure will be implemented to conduct verbal/visual COVID-19 symptom check of students upon entry to classroom. Data will be collected by classroom teacher and will include:</p> <ul style="list-style-type: none"> • time in/out • symptom check verification • handwashing/sanitization reminder

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. <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. ☒ 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, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance). 	<p>If a student demonstrates visible symptoms they will be quarantined in their private room until such time cleared by cooperating physician or nurse.</p> <p>Group work staff will follow same protocol upon entry to classroom, however classroom teacher will not be responsible for symptom checking group work staff.</p> <p>All cohort data will be provided to Lane County Public Health immediately upon request.</p> <p>Parent/Guardian information kept onsite.</p> <p>Contact logs currently in place for each encounter with group work staff, substitutes, and guest teachers. (No guest teachers allowed at this time.)</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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> <ul style="list-style-type: none"> ☒ 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: <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. ☒ 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: <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, 	<p>All instruction happens on-site as students are placed the courts into Juvenile Detention system.</p> <p>Students with medical conditions/nursing-dependence not in program.</p> <p>Dr. Diehl will provide clearance for students to return to the milieu after fever free for 72 hours. Packet work will be provided to students as is standard during quarantine periods in JDEP. Group worker support will be provided during any period of quarantine.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>physical therapy, as well as behavioral and mental health services.</p> <ul style="list-style-type: none"> • 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. 	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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. <input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. <input checked="" 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 checked="" 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 checked="" 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. 	<p>Site is _____ square feet which will accommodate 6 students and one teacher.</p> <p>Three stable cohort options will be implemented as necessary based on population number and needs:</p> <ul style="list-style-type: none"> A. 6 hours of daily instruction with teacher if student population is 6 or fewer. B. 3 hours of daily instruction with teacher, 3 hours of elective/packet work/group work if population is 12 or fewer. C. 2 hours of daily instruction with teacher, 2 hours of packet work, 2 hours of electives/group work if population is 13 or greater <p>Spaces will be marked on floor for required social distancing in lines.</p> <p>Seating will be designated and marked for meal time</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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. 	<p>See above</p> <p>Stable cohort model will be implemented during meal time as population requires.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>There is a sink in the classroom. Students will be reminded to wash hands upon entry to classroom and after sneezing/coughing etc. Hand sanitizer will be available at multiple locations throughout classroom.</p> <p>Handwashing protocol signage will be posted at sink and sanitization reminder will be posted on classroom door.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> • Consider sharing school protocols themselves. ☒ 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"> • Consult with your LPHA on what meets the definition of "close contact." ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community. 	<p>Staff will review plan weekly at staff meeting with supervisors.</p> <p>In the event of a confirmed COVID-19 case, JDEP will provide all data collected to Lane County Public Health for contact tracing.</p> <p>All families of students in stable cohort will be notified of contact immediately by phone.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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 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 ☒ 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. 	<p>Students are placed by the courts into Juvenile Detention program and by statute must be provided with education in the JDEP program if found to be unfit for community participation.</p> <p>Students will not be excluded from instruction for any reason. If a student tests positive for COVID-19, student will be given packet work with group worker support and will have a daily opportunity to communicate with teacher via distance model.</p> <p>Students are required to shower and wear clean clothes daily.</p> <p>Hand washing will be reinforced throughout the day and signage will direct appropriate protocol.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<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 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <p><input checked="" 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.</p> <p><input checked="" 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.</p> <p><input checked="" 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>	

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</p> <p><input checked="" type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</p> <p><input checked="" type="checkbox"/> Visitors must wear face coverings in accordance with OHA and CDC guidelines.</p> <p><input checked="" type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</p>	No current contact visiting is allowed onsite.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Face coverings or face shields for:</p> <ul style="list-style-type: none"> • Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact. ○ Staff who will sustain close contact and interactions with students. • Bus drivers. • Staff preparing and/or serving meals. <p><input checked="" type="checkbox"/> Face shields, face coverings or clear plastic barriers for:</p> <ul style="list-style-type: none"> • Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. • Front office staff. <p><input checked="" 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> <p><input checked="" type="checkbox"/> Students who choose not to wear face coverings must be provided access to instruction.</p> <p><input checked="" type="checkbox"/> ADA accommodations: If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<p>Face masks/shields are required for all staff and will be provided by Lane County Youth Services.</p> <p>Student PPE use will be required where social distancing cannot be maintained.</p>

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <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. ☒ 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, and hands washed after removing PPE. • 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. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. <ul style="list-style-type: none"> • Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> ○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use 	<p>Ill students will be quarantined in private residential rooms.</p> <p>All students are offered optional testing upon entry to program. Testing will be required for any student displaying symptoms.</p> <p>If a student must be transported to a medical appointment, group work staff will transport implementing use of PPE during duration of encounter.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>of fever reducing medicine, and other symptoms are improving.</p> <ul style="list-style-type: none"> <input checked="" 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 checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review. 	



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. <input checked="" 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 checked="" 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>This is a secure facility for incarcerated youth. The physical space includes:</p> <ul style="list-style-type: none"> • private residential rooms with included private bathrooms used only by single students on the upper floor • one staircase • a common multipurpose area on the main floor which has four separate tables • a management station • one classroom off the multipurpose area • an outdoor activity space <p>Currently there are three (3) youth in the program, but this number can fluctuate daily. The maximum number of youth in the program is sixteen (16).</p>

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-Site school students: Full-time and part-time students follow normal reporting policy and procedures. <input checked="" type="checkbox"/> Full-Time Online and/or Hybrid school students: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. <ul style="list-style-type: none"> • Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to 	<p>All students enrolled are placed by court mandate and inclusion in JDEP is required by ODE statute.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>those students. This will reduce accuracy of attendance data for the state while this is in effect.</p> <ul style="list-style-type: none"> For the purposes of this section, please use the following definition and clarification: Online and/or Hybrid Check-in: The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day. The student must check-in at least twice a week with their teacher(s) of record on at least two separate weekdays in order to be counted as present for all five days of that week. If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are five days scheduled in the week). The student must be counted as absent for the entire week (five days, if there are five days scheduled in the week) if they do not report in at all during the week. Note: If a district schedule is based on a four-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (four days) and once a week to be counted as present for half of the week (two days). Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary). <p><input checked="" type="checkbox"/> Part-time students receiving online and/or hybrid instruction (not college courses): Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to one hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.</p>	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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).</p> <p><input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p>	<p>Computers will be wiped with disinfectant wipes or approved disinfectant cleaner by teacher between users.</p> <p>Students will be required to use hand sanitizer before using computer.</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input checked="" 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 checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input checked="" 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. 	<ul style="list-style-type: none"> ● Handwashing: Signs posted including protocol ● Equipment: Will be disinfected between users. ● Events: N/A ● Transitions/Hallways: 6 foot markers will be taped onto the floor. Staircase will require one person at-a-time. ● Personal Property: Limited personal property on campus at any time. All personal property will be checked in and out of the resource station. ● Use of stairs: Students will wait for stairs to be clear before using

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input checked="" type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input checked="" 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 checked="" type="checkbox"/> Develop sign-in/sign-out protocol to help facilitate contact tracing: <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 checked="" type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas. <input checked="" type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Between cohorts, teacher will have 5 minutes to disinfect classroom using Lane County Public Health approved spray cleaner.</p> <p>There is one door to classroom. All students will socially distance waiting for entry to classroom while teacher completes checking protocol for each student.</p>

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times. <input checked="" 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 checked="" type="checkbox"/> Handwashing: Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. <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>There is no upholstered furniture in the classroom or common areas.</p> <ul style="list-style-type: none"> ● Seating: Will be assigned ● Materials: Each student has personally designated materials ● Handwashing: Teacher will remind students of handwashing recommendations at beginning and end of class, as well as after coughing/sneezing/etc.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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). 	<p>Signs will be posted throughout building to encourage handwashing</p> <p>For any outdoor activities, students will remain in stable cohort</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. <input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment. <input checked="" type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use. <input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input checked="" type="checkbox"/> Clean all outdoor equipment between cohorts. 	

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning of tables between meal periods. 	<p>Students will be required to follow hand washing protocol before and after meals.</p> <p>Staff supervising mealtime will also be required to follow hand washing protocol before and after mealtime.</p> <p>Food is distributed on prepared trays and is transported via cart to meal area. Students will wait in designated socially distanced line or will wait to be called individually to get tray.</p> <p>Group work staff will disinfect tables before and after meal time and between cohorts</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input checked="" 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 checked="" type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> • If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input checked="" 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 checked="" type="checkbox"/> Drivers wear face shields or face coverings. <input checked="" 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>N/A, students are in youth detention program.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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, restrooms, and playgrounds. <input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input checked="" 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 checked="" 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. 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. <input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input checked="" 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). <input checked="" 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>Classroom will be disinfected by teacher between cohorts</p> <p>Cleaning supplies will be available to staff at all times in management station resource station</p> <p>Meal area will be disinfected by county group work staff</p> <p>Ventilation system meets qualifications and is maintained by Lane County</p> <p>Cleaning and sanitation is conducted daily by Lane County Youth Services staff</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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 checked="" 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>If a student is symptomatic they will be quarantined in private residential room.</p> <p>Mental health support will be provided as necessary through tele-therapy model for symptomatic students.</p> <p>All students have daily access to mental health counselors and group workers.</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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 	<p>The population of JDEP is limited to 16 total students at any given time.</p> <p>Quarantine of any exposed students will be in personal rooms.</p> <p>Students have private rooms with individual restroom facilities.</p> <p>On campus cases will be quarantined/isolated in private room and will be provided meals in room. Any movement in the facility will be done</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> Isolation of infected staff or students Communication and designation of where the “household” or “family unit” applies to your residents and staff <input checked="" 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. 	with PPE implemented by student and staff and will be kept to a minimum. Meals will be taken in private room.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Lane County Youth Services coordinates/partners with Lane County Public Health and on campus nursing staff.
<input checked="" type="checkbox"/> Establish a specific emergency response framework with key stakeholders.	Response team consists of management team and medical support as outlined in 1a
<input checked="" 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 district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	JDEP teacher will follow protocol as designated by Lane County Public Health regarding imposed restrictions.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response.	Cases will be reported to public health by Lane County Youth Services supervisory staff.
<input checked="" 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.	All staff will be required to report to Youth Services Manager any outside exposure to COVID 19 prior to entry to facility. Lane ESD Teacher will be required to report any outside exposure to COVID 19 to Lane ESD Administrator.
<input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.	
<input checked="" 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 checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA.	
<input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.	
<input checked="" type="checkbox"/> Continue to provide meals for students.	
<input checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input checked="" 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 checked="" type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input checked="" 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>In the case of a major outbreak, packet work with daily connection with classroom teacher and group work staff for support and instruction will be provided to all students until such time as in person instruction has been approved by Lane County Public Health and ODE.</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
- ### 5. Instruction
- ### 6. Family and Community Engagement
- ### 7. Mental, Social, and Emotional Health
- ### 8. Staffing and Personnel

Assurance Compliance and Timeline

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

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



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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	Westmoreland Campus Programs
Key Contact Person for this Plan	Justin Radabaugh
Phone Number of this Person	541-463-8500
Email Address of this Person	iradabaugh@lesd.k12.or.us
Sectors and position titles of those who informed the plan	Tony Scurto School Superintendent Carol knobbe Assistant Superintendent and Director of HR Sue Mathisen Sped Director Carlos Sequira Director of school improvement Sue Willson School improvement administrator Brad Johnston Facilities Director Dave Standridge Business Director Anna Shea Behavior Consultant Jessie George Behavior consultant Britney Spencer Behavior Consultant Teagan Wynne Teacher LaRae Akin Program Assistant Annie Whodden Program Supervisor Renee Beard Program Supervisor

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.

	Rhonda Brown Instructional Assistant Life Skills Katie O'Sullivan Instructional Assistant Lane School Justin Radabaugh Westmoreland Program Supervisor
Local public health office(s) or officers(s)	Lane County Health & Human Services 151 W. 7th Avenue Eugene, OR 97401 Phone: (541) 682-4035 Fax: (541) 682-3804 Website: www.lanecounty.org
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Justin Radabaugh
Intended Effective Dates for this Plan	September 1, 2020
ESD Region	Lane

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.

Collaboration with:
 Voc. Rehab.
 ODE
 DHS
 DDS
 Families
 Westmoreland Staff
 Lane County Public Health Authority

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Commented [1]: Is Hybrid being chosen or Comprehensive Distance Learning since Lane County isn't meeting the governor's metrics yet?

In our current community health situation safety is a top priority. While our goal is to be able to deliver instruction to students in an in-person model, we want to scale up into that in a purposeful way. We will be starting the year in a comprehensive distance learning only model. This provides the highest level of protection from contracting the Covid_19 virus. We will then be building up into a hybrid model where we target our most vulnerable students first, followed by students who are not finding success in a comprehensive distance learning model. Eventually, the goal would be to build instruction back to an all in-person model by the end of the year. This targets accessibility to education as our focus, and we will do this by providing individualized supports to all students.

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

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

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements

Hybrid/Onsite Plan

<ul style="list-style-type: none"> <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 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. <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 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. <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 Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <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, 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 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 Ready Schools, Safe Learners guidance). 	<p>Communicable disease management plan:</p> <p>Westmoreland Communicable Disease Management Plan.pdf</p> <p>The Westmoreland Campus programs follow the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority.</p> <p>commdisease.pdf</p> <p>The Westmoreland Campus programs also follows School Board Policies</p> <hr/> <p>Screening/Isolation: Visual screening of all students and staff is outlined in 1e. Potentially symptomatic students will be isolated following guidance outlined in 1h.</p> <p>Contact Tracing: Contract tracing logs will be kept for each student/cohort</p> <p>Outbreak plan: The Westmoreland Campus programs Outbreak Protocol is outlined in section 3a.</p>
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1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements

Hybrid/Onsite Plan

<p><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> <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"/> 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"> ○ US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education'. ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and 	<p>Staff</p> <p>*Plan includes all staff self-identifying as vulnerable or part of a vulnerable household.</p> <ul style="list-style-type: none"> • Redeployed options could include: <ul style="list-style-type: none"> ○ On-line instruction and support ○ Maintenance projects, custodial work, office work without student/staff contact • Staff could consider all leave options as well <p>Students</p> <ul style="list-style-type: none"> • All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in comprehensive distance learning. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development. <p>Visitors/Volunteers</p> <ul style="list-style-type: none"> • Visitors/Volunteers will be unable to work in classrooms with high risk populations, or complete other volunteer activities that require in class interaction, at this time. Adults in school programs supporting high risk populations are limited to essential personnel only. <p>Itinerant Staff that provide services to high risk populations:</p> <ul style="list-style-type: none"> • Will utilize teletherapy practices whenever possible. • Will schedule the use of a no contact testing environment when teletherapy options are not adequate.
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Responsibilities, outlines authority and responsibilities for school exclusion.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<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.	Classroom Capacity Room 1 - 675 sq. feet total occupancy 19 - Projected Occupancy 0 Room 2 - 754 sq. feet total occupancy 21 - Projected Occupancy 11 Room 3 - 675 sq. feet total occupancy 19 - Projected Occupancy 11 Room 4 - 630 sq. feet total occupancy 18 - Projected Occupancy 0 Room 5 - 972 sq. feet total occupancy 27 - Projected Occupancy 11 Room 6 - 675 sq. feet total occupancy 19 - Projected Occupancy 10 Room 7 - 754 sq. feet total occupancy 21 - Projected Occupancy 0 Room 8 - 675 sq. feet total occupancy 19 - Projected Occupancy 10 Room 9 - 675 sq. feet total occupancy 19 - Projected Occupancy 19 Room 10 - 754 sq. feet total occupancy 21 - Projected Occupancy 0 Room 11 - 675 sq. feet total occupancy 19 - Projected Occupancy 19 Room 12 - 960 sq. feet total occupancy 27 - Projected Occupancy 0 Room 14 - 224 sq. feet total occupancy 6 - Projected Occupancy 0 Room 15 - 754 sq. feet total occupancy 21 - Projected Occupancy 19 Room 16 - 675 sq. feet total occupancy 19 - Projected Occupancy 19 Room 17 - 675 sq. feet total occupancy 19 - Projected Occupancy 10 Room 18 - 754 sq. feet total occupancy 21 - Projected Occupancy 10 Room 19 - 675 sq. feet total occupancy 19 - Projected Occupancy 0 Gym - 2625 sq. feet total occupancy 75 Cafeteria - 1680 sq. feet total occupancy 48 Media Center - 1880 sq. feet total occupancy 53 - Projected Occupancy 6 Main Office - 405 sq. feet total occupancy 11 - Projected Occupancy 3 Secondary Office - 513 sq. feet total occupancy 14 - Projected Occupancy 0 P2 - 1350 sq. feet total occupancy 38 - Projected Occupancy 0 Copy Room - 300 sq. feet total occupancy 8 Office 1 (Anna/Amy) - 130 sq. feet total occupancy 3 - Projected Occupancy 2 Office 2 (Jessie) - 120 sq. feet total occupancy 3 - Projected Occupancy 1 Office 3 (Justin) - 304 sq. feet total occupancy 8 - Projected Occupancy 1 Office 4 (Natilie) - 120 sq. feet total occupancy 3 - Projected Occupancy 1 Office 5 (Renee) - 140 sq. feet total occupancy 4 - Projected Occupancy 1 Health room - sq. feet total occupancy Kitchen - sq. feet total occupancy - Projected Occupancy 1
<input type="checkbox"/> Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.	
<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.	Instructional delivery: Lane School Core Content/ Electives/ OLR: <ul style="list-style-type: none"> • Programming will be Team taught by Pods A & B / math & reading. Hand washing is part of transition within Pod (Sign Out Routine) • Students will have the choice of 2 electives/OLR taught by staff within the Pod Transitions Core Content: <ul style="list-style-type: none"> • Programming is delivered within a self-contained homeroom. Hand washing will be scheduled into the daily routine.

Commented [2]: will we still have a staff room or should we design the middle rooms of each pod to include a space for the pod staff to take breaks/eat?

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<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.	Cohort Crossover <ul style="list-style-type: none"> • Students and staff are to remain in cohort groups at all times during the day. In the event of a member of one cohort coming

<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. <p><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).</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</p>	<p>in contact with another, it is to be documented on an incident reporting form with the date, time, and people involved. All people involved are required to wash hands after the event before returning to their cohort.</p> <p>Cohorts</p> <ul style="list-style-type: none"> • Westmoreland will be divided up into 5 cohorts. <ul style="list-style-type: none"> ○ GRIT Rooms 15 & 16 ○ COURAGE Rooms 9 & 11 ○ TENACITY Rooms 6 & 8 ○ DETERMINATION Rooms 17 & 18 ○ SPIRIT - Rooms 2, 3, & 5 <p>Contact tracing Staff will use this contact tracing log to document all cohort contact Cohort Daily Log COVID-19.docx</p> <p>Cleaning and disinfecting Cleaning and disinfecting is outlined in 2j. All surfaces and touchpoints are to be cleaned and disinfected a minimum of 4 times a day and documented on the classroom cleaning logs.</p>
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1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</p> <ul style="list-style-type: none"> • Consider sharing school protocols themselves. <p><input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.</p> <ul style="list-style-type: none"> • Consult with your LPHA on what meets the definition of "close contact." <p><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.</p> <p><input type="checkbox"/> Provide all information in languages and formats accessible to the school community.</p>	<p>Communication:</p> <ul style="list-style-type: none"> • The district safety committee (w/school nurse) will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan) • The district safety committee (w/school nurse) will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding. • The district safety committee (w/school nurse) will update communicable disease plan with communication protocols. <p>COVID-19 Exposure Communication Timeline.pdf</p>

Commented [3]: This is cool-needs some spell check

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available from CDC. • 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 	<p>Screening Students: Students will be visually screened by the staff upon arrival. When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.</p> <p>Student and Staff Day</p> <ul style="list-style-type: none"> • Lane School will begin unloading students from the bus at 8:00 for an 8:30 start time. The school day will conclude at 2:00 and busses will be loaded and exited by 2:40. • Transitions will begin unloading students from the bus at 9:00 for a 9:30 start time. The school day will conclude at 3:00 and busses will be loaded and exited by 3:40. • Lane School IA staff day 7:45 to 2:45 • Transitions IA staff day 8:45 to 3:45 <p>Screening Staff:</p> <ul style="list-style-type: none"> • Staff are required to report when they may have been exposed to COVID-19.

<ul style="list-style-type: none"> ○ Bluish lips or face ○ Other severe symptoms <p><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.</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. ● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <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 within the preceding 14 calendar days.</p> <p><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.</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"> ● Staff are required to report when they have symptoms related to COVID-19. ● Staff members are not responsible for screening other staff members for symptoms. <p>Arrival</p> <ul style="list-style-type: none"> ● Students are visually screened for primary symptoms by Bus attendants as they exit the bus. Students are directed to use the hand sanitizer dispenser located at the bus loading zone or the handwashing stations in building C. They then continue to class with Pod Instructional Assistant. While IA is walking the student in they take attendance and meal orders on the iPad and fill out the cohort daily log. <p>Building C hand washing station is sanitized at the beginning of the day prior to students unloading from the bus and after arrival procedure is completed. -Thermometers are to be disinfected in between uses throughout the day</p> <p>Departure</p> <ul style="list-style-type: none"> ● Pods are signed out by Pod staff, Students are to wash their hands prior to exiting the classroom to load the bus and walked to the bus from the classroom by a member of that Pod's Staff Team. <p>Bus duty staff are to be trained on how to conduct a visual screening and will use a checklist as a guiding document making the determination that a student is symptomatic.</p> <p>Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.</p> <p>Westmoreland (LESD) will work with Lane County Public Health and the student's district/transportation department when determining if a student or staff member known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days is to be restricted from access to the campus.</p>
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Commented [4]: maybe have kids order the day before so this doesn't have to be one more requirement during arrival? it can be hard for some students to talk when they get off the bus so too many demands might make it overwhelming.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</p> <p><input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and CDC guidelines.</p> <p><input type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</p>	<p>Visitors/Volunteers</p> <ul style="list-style-type: none"> ● All visitors must check-in and remain at the main office. Physical distancing of 6 feet or more is required. Visitors are to wear a face covering while on campus. If visitors are given permission to enter cohort groups they must fill out all components of the contact tracing log prior to entry. Visitors exhibiting signs of primary symptoms will not be granted access to campus. <p>*Westmoreland (LESD) will work with Lane County Public Health when determining if a student or staff member known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days is to be restricted from access to the campus.</p> <p>*Any visitor known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days is not permitted to be on campus.</p> <p>*Any individual known to have a confirmed case of COVID-19 is not permitted to be on campus.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Face coverings or face shields for:</p> <ul style="list-style-type: none"> ● Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact. ○ Staff who will sustain close contact and interactions with students. ● Bus drivers. ● Staff preparing and/or serving meals. <p><input type="checkbox"/> Face shields or clear plastic barriers for:</p> <ul style="list-style-type: none"> ● Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. ● Front office staff. <p><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> <p><input type="checkbox"/> Students who choose not to wear face coverings must be provided access to instruction.</p> <p><input type="checkbox"/> ADA accommodations: If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<p>Personal Protective Equipment (PPE)</p> <p>Face Masks(Medical Grade) required for:</p> <ul style="list-style-type: none"> ● Personnel providing direct contact care and monitoring of staff/students displaying symptoms ● Available to staff and students when working in the same space as a student not wearing a mask due to a medical condition. <p>Face Covering required for:</p> <ul style="list-style-type: none"> ● Staff at all times while indoors in shared spaces (personal offices are not considered a shared space when a staff member is alone in that space). Also, staff who are needing to be within 6 feet of others for more than 1 minute while outside. ● Staff supporting personal care, feeding, and instruction that requires direct physical contact. ● Front office staff when handling materials to be sent out and greeting visitors to the office/school or when office spaces is shared by more than one person. . ● Transporting, preparing, and handling of food. <p>Face Shields required for:</p> <ul style="list-style-type: none"> ● Staff supporting personal care and feeding. ● SLP and/or assistance providing articulation therapy. <p>Clear Plastic Barriers required for:</p> <ul style="list-style-type: none"> ● Front office staff desks ● Small Group work stations ● Movable dividers within the classroom <p>Gloves required when:</p> <ul style="list-style-type: none"> ● Providing direct contact care and monitoring of staff/students displaying symptoms ● Supporting personal care and feeding. ● Transporting, preparing, and handling of food. <p>Facial covering are NOT recommended for:</p> <ul style="list-style-type: none"> ● Children under the age of 2; ● Children of any age should not wear a face covering: <ul style="list-style-type: none"> ○ If they have a medical condition that makes it difficult for them to breathe with a face covering; ○ If they experience a disability that prevents them from wearing a face covering; ○ They are unable to remove the face covering independently; or ○ While sleeping. <p>*Face coverings are recommended for all school age students,while indoors, and outdoors when physical distancing of 6 feet or more can not be observed.</p> <p>If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p> <ul style="list-style-type: none"> ● Provide space away from peers while the face covering is removed; ● students should not be left alone or unsupervised; ● 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. <p>*Staff will use a newly washed face covering at the start of each day.</p> <p>Any staff member requiring an accommodation for the use of face masks and face shield requirements need to notify their supervisor immediately</p>

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
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| <ul style="list-style-type: none"> <input type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. <input type="checkbox"/> Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <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 6 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, and hands washed after removing PPE. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide 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 seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> ○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. | <ul style="list-style-type: none"> • Defer to district Communicable Disease Management Plan for appropriate isolation determination and processes. • The school principal (or designee) will connect weekly with the school nurse on updates for plan and isolation measures taken to that point. • All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. Students will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended. • While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. • Staff will maintain student confidentiality as appropriate. • Daily logs must be maintained containing the following: <ul style="list-style-type: none"> ○ Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and ○ Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs • Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: <ul style="list-style-type: none"> ○ the passage of 14 calendar days after exposure; and ○ symptoms have been resolved for 72 hours without the use of anti-fever medications. |
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- If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Enroll all 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 will be enrolled following the Oregon Department of Education guidelines. • No student will be dropped for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> ○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 ○ Have COVID-19 symptoms for the past 14 days

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> On-Site school students: Full-time and part-time students follow normal reporting policy and procedures. <input type="checkbox"/> Full-Time Online and/or Hybrid school students: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. <ul style="list-style-type: none"> • Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect. • For the purposes of this section, please use the following definition and clarification: Online and/or Hybrid Check-in: The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately 	<ul style="list-style-type: none"> • Attendance will be taken daily on instructional days. • Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. • Secretary will notify the principal when the absence rate increases by 20% or more from their baseline. • The principal (or designee) will report this increase to the nurse.

licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.

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

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

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<ul style="list-style-type: none"> ● We have conducted a family technology and connectivity survey in the spring and will do a followup survey in the fall of 2020. ● Inventory district technology and internet connectivity resources ● Plan for technology support and replacement, including budget ● Develop health protocols ● Computers are assigned to students and travel with that same student throughout the school day. Cleaning of that device is scheduled and performed regularly.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<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.	<ul style="list-style-type: none"> • Hand Washing: All students will have access to hand washing before breakfast/lunch/snack is served. Opportunity for frequent hand washing will be provided throughout the school day. • Equipment: All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. • Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. • Events: Field trips will be designed virtually for the school year. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. • Transitions/Hallways: Hallway traffic direction marked to show travel flow. • Personal Property: All materials stay in Pods. Only items traveling to and from school are clothing items such as coats. All non-school items will be placed in individual plastic bags and secured throughout the school day. No backpacks are to be used. Teachers are to create PDFs of daily point cards and send home via The Remind App. If Parents confirm receipt the point card is considered signed.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<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"/> Develop sign-in/sign-out protocol to help facilitate contact tracing: <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"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas. <input type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	<p>Screening Students: Students will be visually screened by the staff upon arrival. When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.</p> <p>Student and Staff Day</p> <ul style="list-style-type: none"> • Students will have staggered drop-off and pick-up times by cohort and grade level. • Staff start and end times will vary from person to person. <p>Arrival</p> <ul style="list-style-type: none"> • Staff are to check-in at the main office each morning and visually screened for symptoms. • Students are visually screened for primary symptoms by Bus attendants as they exit the bus. Students are directed to use the hand sanitizer dispenser located at the bus loading zone or the handwashing stations in building C. They then continue to class with Pod Instructional Assistant. While IA is walking the student in they take attendance and meal orders on the iPad and fill out the cohort daily log. <p>Building C hand washing station is sanitized at the beginning of the day prior to students unloading from the bus and after arrival procedure is completed. -Thermometers are to be disinfected in between uses throughout the day</p> <p>Departure</p> <ul style="list-style-type: none"> • Students are signed out by Pod staff. Students are to wash their hands prior to exiting the classroom to load the bus and walked

to the bus from the classroom by a member of that Pod's Staff Team.

Bus duty staff are to be trained on how to conduct a visual screening and will use a checklist as a guiding document making the determination that a student is symptomatic.

Westmoreland (LESJ) will work with Lane County Public Health when determining if a student or staff member known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days is to be restricted from access to the campus.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times. <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 through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. <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. 	<ul style="list-style-type: none"> • Seating: Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat as much as possible. • Materials: Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. • Hand Washing: Students will wash hands before each meal and frequently throughout the day. • Respiratory Etiquette: School staff will consistently teach and reinforce the need for ongoing respiratory etiquette. • Furniture: All upholstered furniture and soft seating has been removed from the school building. • Classroom Procedures: All classes will use an assigned cubby or storage spaces for individual student belongings. Shared restroom/hall passes will not be used. All shared spaces (e.g., cafeteria, library, gymnasium) will be cleaned between cohort use. • Seating: Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. • Environment: When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will be encouraged to use outside space when possible and encourage students to spread out.

2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

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"/> Students must wash hands before and after using playground equipment. <input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use. <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. 	<ul style="list-style-type: none"> • Playground(s) will remain closed for public use. Schools will post adequate signs sharing this information with the public. At that point, classes may use the playground for recess on a staggered schedule throughout the school day. • All playground structures will be disinfected daily and in between each cohort group. <ul style="list-style-type: none"> ◦ Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.). • Students must wash hands before and after using playground equipment. • Cleaning requirements must be maintained; refer to section 3j.

- Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
- Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- Clean all outdoor equipment between cohorts.

- Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc.
- Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

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 <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Students must wash hands 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. 	<p>Meals:</p> <ul style="list-style-type: none"> • Meals will be delivered to homerooms in individual bags. Designated staff member collects bags for pod from the cafeteria and deliver to homerooms. • All materials needing to be washed are washed in the classroom, placed back into bags, and bags are returned to the cafeteria at the conclusion of each meal period. • To the maximum extent possible items are to be disposed of in the classroom trash cans and not returned to the kitchen. <p>Breakfast pick up:</p> <ul style="list-style-type: none"> • prior to student arrival <ul style="list-style-type: none"> ○ Lane School returned by 9:00 ○ Transitions returned by 10:00 <p>Lunch pick up:</p> <ul style="list-style-type: none"> • Lane School 11:30 (returned by 12:30) • Transition 12:00 (returned by 1:00) <p>Procedure Update:</p> <ul style="list-style-type: none"> • Cafeteria pickup location disinfected at 10:00, 11:50, 12:20, and 12:50 • Cafeteria cleaned fully at the end of the day. • Kitchen space cleaned fully at the end of the day. Only staff to enter the kitchen are the custodial team and kitchen staff

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"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> • If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <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 wear face shields or face coverings. 	<p>General Information.</p> <ul style="list-style-type: none"> • Transportation to and from Westmoreland is arranged and provided by the resident school districts. Parents and guardians may grant permission in conjunction with Westmoreland Programs officials for their child to walk, use public transportation, or drive to school. • All transportation policies and procedures will be developed and implemented by the resident district. • Difficulties or problems with your child's transportation should be reported directly to the resident school district transportation department. Lane School staff are also available to assist you in resolving any transportation concerns or problems you might encounter.

- Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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, restrooms, and playgrounds. <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"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. <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 should 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"/> 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). 	<ul style="list-style-type: none"> • All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than once daily. • Follow CDC guidelines for cleaning. • Ventilation systems are to be evaluated and updated if needed prior to returning to in person instruction and will be checked and maintained monthly by maintenance staff.

Commented [5]: This seems like a must do before people return to campus

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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. <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). 	<ul style="list-style-type: none"> • Each program will provide developmentally appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion. • Programs will practice appropriate communicable disease isolation and exclusion measures. • Staff will participate in required health services related training to maintain health services practices in the school setting. • COVID-19 specific infection control practices for staff and students will be communicated. • Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. • Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families. • Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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 district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts. 	<ul style="list-style-type: none"> • Coordinate Communication with the Local Public Health Authority. • If the region impacted is in Lane County Health Authority will provide school-centered communication and will potentially host conference calls. • When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district. • Establish a specific emergency response framework with key stakeholders.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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. <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>Westmoreland Communicable Disease Management Plan.pdf</p> <p>COVID-19 Exposure Communication Timeline.pdf</p> <ul style="list-style-type: none"> • In the event of a school closure, Westmoreland Campus Programs will move to the Comprehensive Distance Learning Model. • The district safety committee (w/school nurse) will develop clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students, and families.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> • If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes. • Plan instructional models that support all learners in comprehensive distance learning. • 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.



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.*

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



4. Equity



5. Instruction



6. Family and Community Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>
Not applicable – we have met all requirements.	Not applicable – we have met all requirements.

1A. Guiding Principles

- **Ensure safety and wellness.** The decision to return to school settings must be driven by health and safety considerations. In planning, prioritize basic needs such as food, shelter, and wellness and support the mental, social, and emotional health of students and staff.
- **Cultivate connection and relationship.** Quality learning experiences require deep interpersonal relationships and a learning environment where people feel safe, seen, and valued. Especially in the midst of returning to school settings from an extended school closure, supporting students and families should begin with connection and relationship.
- **Center equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** The complex circumstances in which learning is currently situated requires ongoing reflection and iteration to assure deep learning for every student.

1A. Guiding Principles

Ensure safety and wellness.

The Westmoreland campus will base its decision to return to the school setting on the state metrics set forth by Governor Kate Brown. The governor's metrics state for schools to reopen the county where the school is located must have 10 or fewer cases per 100,000 people over a seven-day span for three consecutive weeks and the test positivity rate in the county also needs to be 5% Earlier there was like a check or lower over a seven-day span for three weeks in a row.

Other considerations for reopening the Westmoreland campus:

- All 100 students served on campus have a disability and may not be able to wear masks due to the nature of their disabilities, increasing staff and student risk of exposure to COVID-19.
- Fully staffing the campus with trained professionals with the following situations considered:
 - Staff with underlying medical conditions make them more vulnerable to COVID-19 and the long term impacts of COVID and may not be able to return to campus during this time.
 - Staff with family members who have underlying medical conditions that make them more vulnerable to COVID-19 may not be able to return to campus during this time.
 - Staff with children at home who are being educated on a distance learning model or hybrid model may not be able to consistently return to campus during this time.
 - Identifying reliable and appropriate substitutes that can support the campus without exposing adding COVID exposure risk to students, staff, or substitutes.
- Transportation of students from across Lane County will need careful coordination and communication between districts, families, and programs to ensure cohorts remain intact.
- Facility needs on the campus, including improved HVAC system and air filtration, outdoor classroom areas that are fenced, covered and safe for students, windows repaired so that all can be opened for ventilation.
- Increased sanitation practices and full time custodial staffing to maintain necessary cleaning and sanitizing practices.
- Redesign of program systems to maintain students within cohort pods,

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managing escalating behaviors and student needs without exposure or cross over contamination between cohorts. Minimizing, changing, or removing routines that utilize shared spaces including the gym, cafeteria, front office, sensory rooms, media center space, playground, etc.

- Access to medical grade PPE for staff and students.
- Free breakfast and lunch sites will be available at each students' neighborhood school through their local district. These locations are posted on the Lane School website and sent home to families in the weekly newsletter.
- During the fall orientation and IEP review meetings, nutrition services and access will be shared with families.
- Staff will check in with families on a regular basis to ensure students and family members have access to nutritious and regular meals.
- Provide contact information for outside supports and services (i.e. counseling, mental health services, etc...) on the **Lane School** website.
- A partnership with a counseling agency will be established to provide mental health services and skill building for students during this time.

Cultivate Connection and Relationship.

- Daily synchronous check-ins between students and staff.
- Daily Social-Emotional synchronous lessons using research based curriculum.
- Weekly check-ins between staff and building supervisor.
- Weekly newsletter to parents.
- Weekly updates posted on the **Lane School** website.
- Staff office hours provided daily for student/parent support.
- Behavior Consultants and Program Director will maintain close communication with families to identify mental health and wellness needs. The team will work to support students during this time with regular check-ins and family supports at an individual level.

Center Equity

- Equity is a core value at Lane ESD. The Westmoreland campus recognizes the cultural and socio-economic impact Covid-19 and distance learning has on all of our stakeholders and our community.
- Pre-Service Professional Development to staff focused on equity-informed, anti-racist, and anti-oppressive practices to promote culturally sustaining and revitalizing educational systems that support every child.

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	<p>Innovate</p> <ul style="list-style-type: none"> ● Ongoing reflection and assessment-staff will collaborate regularly to evaluate the efficacy of the Comprehensive Distance Learning plan and identify any obstacles. ● Teaching teams will communicate daily via virtual platform, such as Zoom, to collaborate and problem solve as they would in an in-person model. ● Behavior Consultants will serve as points of contact to cohort staff and families to address concerns, ask questions, and provide suggestions. The Behavior Consultants will coordinate with the Program Supervisor and school teams to problem solve and improve Comprehensive Distance Learning processes. ● To ensure deep learning for every student, individualized comprehensive plans may need to be developed. Teams will conduct IEP meetings if a student is not able to appropriately access Comprehensive Distance Learning or data shows he or she is not making adequate gains.
<p>1C. Safeguarding Student Opportunity Clause</p> <p><input type="checkbox"/> Guarantee a full academic learning experience through Comprehensive Distance Learning for any student who may not be able to access On-Site or Hybrid instruction due to health-related issues.</p> <p><input type="checkbox"/> Districts shall not make a decision for any student that limits opportunity to progress within a course sequence, or to determine grade promotion or retention, placement in an advanced course, sports, access to clubs/Career and Technical Student Organizations such as Future Farmers of America, forecasting opportunities, or modified diploma option for the 2020-21 school year based on performance during spring of 2020 during extended school closures.</p>	<p>1C. Safeguarding Student Opportunity Clause</p> <p>The Westmoreland Programs will ensure that a full academic learning experience through Comprehensive Distance Learning is offered to any student who may not be able to access On-Site or Hybrid instruction due to health-related issues. IEP teams will meet to review and write an appropriate education plan for individuals who will continue to need Comprehensive Distance Learning because of health-related issues.</p> <p>The Westmoreland Programs will not make a decision for any student that limits opportunity to progress within a course sequence, or to determine grade promotion or retention, placement in an advanced course, sports, access to clubs/Career and Technical Student Organizations such as Future Farmers of America, forecasting opportunities, or modified diploma option for the 2020-21 school year based on performance during spring of 2020 during extended school closures.</p> <p>No students will be retained or held back due to the impacts of the spring 2020 school closure.</p>

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<p><input type="checkbox"/> Do not retain or hold back any student due to impacts of the spring 2020 school closure (final term of 2019-20 school year).</p> <p><input type="checkbox"/> Develop a Credit Earning Assurance Plan pursuant to Distance Learning for All requirements that can be completed with students and families by the end of September 2020, for any student who has received “Incomplete(s)” (or local equivalent) during the final term of the 2019-20 school year. Credit-Earning Assurance Plans may include but are not limited to academic support courses, consolidated/combined content courses, personalized academic tutoring, summer school, online course offerings, peer tutoring, zero period learning opportunities, and/or project-based learning opportunities. Complete Credit-Earning Assurance Plans prior to the beginning of the 2021-22 school year.</p> <p><input type="checkbox"/> Hold students who received an “Incomplete” (or local equivalent) during the final term of the 2019- 20 school year to the same (not higher) standards of essential learning for any course they are making up in their Credit-Earning Assurance Plan.</p>	<ul style="list-style-type: none"> ● Students on the Westmoreland campus do not earn credits at their grade levels so no credit earning assurance plans will be necessary. ● No students received an incomplete for the end of the 2020 school year. ● All students will be promoted to the next grade for the 2020-21 school year and will not be held back due to Covid-19 related experiences. <p>All students are held to the high standards for essential learning and IEP teams will meet to determine what areas of need the individual student has and what goals and services are needed to meet those needs.</p>
<p>1D. Services for Students During Comprehensive Distance Learning</p> <p>The majority of each student’s services under ESSA, ADA, or IDEA must be provided synchronously (i.e., with the teacher/service provider and student working together through direct, simultaneous communication). The amount of instruction that is synchronous vs. asynchronous is determined locally by each school and district, but should overwhelmingly lean towards a synchronous nature. This is best when included in inclusive virtual settings using synchronous</p>	<p>1D. Services for Students During Comprehensive Distance Learning</p> <p>All students on the Westmoreland campus will have access to comprehensive distance learning until it is safe to return to campus.</p> <ul style="list-style-type: none"> ● Students will be provided with technology (laptop/i-pad, hotspot) to participate in on-line synchronous instruction daily. ● Staff will deliver synchronous learning daily via Zoom video conferencing. ● Staff will provide daily office hours to support students and parents on an individual basis via Zoom, phone call, or other form of

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instruction.

- This requirement can be met through a variety of modalities, including but not limited to:
 - Online video or audio conferencing,
 - Phone calls while using shared points of reference (i.e., the student and teacher are each working with the same learning materials as they engage in discussion around them via the phone), or
 - Collaborating on assignments in a cloud-based office suite while also engaged in simultaneous two-way conversation.

Where a majority of synchronous service delivery is not appropriate, the relevant team must convene to ensure appropriate services can be provided.

- Asynchronous learning opportunities may be helpful instructional tools when planned and used appropriately, but cannot be considered provision of special education and related services or Title services.

If asynchronous services are recommended, the parent or guardian must provide written consent to shift from synchronous to asynchronous service delivery.

- If the parent provides written consent for asynchronous services recommended during an appropriate meeting, these services may be provided asynchronously.
- If the parent does not provide written consent, or does not respond to the request for consent, services will need to be provided synchronously.

Provision of synchronous services cannot be used as the justification for denial of access to general education settings.

Where synchronous learning is not resulting in strong evidence of student learning growth, as determined by their progress or by specific parent input, the school must work with the parent and relevant team to

communication requested by the family.

- Program-wide assemblies, celebrations, and morning meetings via Zoom.
- Students will have access to the school LMS which will support the organization and on-line learning materials used during distance learning.
- Where synchronous learning is not resulting in strong evidence of student learning growth, as determined by their progress or by specific parent input, Westmoreland staff work with the parent and relevant team to provide alternative means by which the student can successfully access distance learning. The IEP team will meet to decide if asynchronous learning will better serve the student and family. A written waiver form will be provided for families who opt for asynchronous learning due to conflicting schedules with work and/or other limitations.
- Students will have access to asynchronous learning opportunities such as:
 - Pre-recorded teacher video lessons and activities
 - Science, Social Studies, Art, Physical Education, etc.
 - On-line academic websites
 - On-line academic videos
 - i-Ready student learning path
 - Google classroom assignments
 - Learning materials will be delivered or mailed to families as needed.
- When families or teachers feel that a student is not progressing in the current distance learning model an IEP team meeting will be scheduled to discuss alternative means to support the student in distance learning.
- Students will continue to receive services and related services outlined in their IEP such as Speech-Language services, Occupational Therapy, and Physical Therapy.
 - These services will be provided directly through Zoom or Telehealth as well as consultation with classroom teachers to provide targeted lessons to support student specific needs.

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<p>provide alternative means by which the student can successfully access distance learning.</p>	
<p><input type="checkbox"/> Districts that receive federal funding through various Title grant programs must continue to provide supplemental supports and services to students during Comprehensive Distance Learning.</p> <p><input type="checkbox"/> Districts are required to implement the strategies as outlined in their approved plans, regardless of the instructional model chosen for the 2020-21 school year.</p> <p><input type="checkbox"/> Students who receive support and services under Title grant programs must continue to receive these same supplemental interventions as articulated in plans and budget narratives.</p> <p><input type="checkbox"/> Family engagement activities are required and should be adjusted as appropriate.</p> <p><input type="checkbox"/> Fiscal requirements such as allowability of expenditures, supplement not supplant, and expenditure tracking continue to be important.</p>	<p>Programs on the Westmoreland campus serve students from districts across Lane County. These districts receive federal funding through various Title grant programs and therefore, Westmoreland campus programs will continue to provide supplemental supports and services to students during Comprehensive Distance Learning. Supplemental supports and services are identified by each student’s IEP team and are served by the Lane ESD educators and related service providers. These services will be provided in a Comprehensive Distance Learning model to begin the 2020-21 school year.</p> <p>Family engagement activities will be provided, including individual fall IEP reviews, family orientations, conferences, and home support materials. The staff at Westmoreland will get creative to develop engagement activities to partner with families during this school year. Family and school partnerships are more important now than they have ever been.</p> <ul style="list-style-type: none"> ● Family art lesson on Zoom ● Family story time on Zoom ● Awards/celebrations assemblies with family invitations via Zoom <p>Fiscal requirements such as allowability of expenditures, supplement not supplant, and expenditure tracking continue to be important. The Westmoreland office team and the Lane ESD Business Services Director will work together to ensure that these fiscal requirements are met and maintained during Comprehensive Distance Learning.</p>
<p><input type="checkbox"/> The majority of language services to English Learners must be provided in a synchronous manner.</p> <p><input type="checkbox"/> Maximize collaboration, co-planning and co-teaching between the English language specialist, academic content area certified classroom teacher, and the parent or guardian.</p> <p><input type="checkbox"/> Review and consider the student’s language proficiency in planning for instruction.</p>	<ul style="list-style-type: none"> ● Language services to English Learners will be provided in a synchronous manner through Zoom. ● Collaboration, co-planning, and co-teaching between English Language Specialists, Special Education Teachers, Behavior Consultants, and family members will be on a regular schedule. ● The teachers office hours will provide additional opportunities for collaboration and synchronous instruction. ● Individual needs will be discussed with the team and supports will be provided to meet those individual needs.

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- Meet all Child Find obligations as described in OAR Chapter 581, Division 15.
- Each eligible student must have an appropriately developed IEP in effect that enables the student to receive FAPE under a Comprehensive Distance Learning model at the beginning of the school year.
- Provide FAPE to each student who experiences disability in accordance with an appropriately developed Individualized Education Program (IEP).
- Services provided under IDEA must be implemented as written in each eligible student's IEP in order to provide the student with the opportunity to make progress.
- When using a Comprehensive Distance Learning model, services required by an IEP must be provided synchronously to the extent possible.
 - Asynchronous³ access may be allowable for learning opportunities as SDI or related services under the following two conditions:
 - The IEP team meets to review the student's present levels of academic and functional performance, measurable annual goals, measurable postsecondary goals, and services including specially designed instruction and related services and determines that all needed instruction to provide FAPE can be delivered in asynchronous conditions, and
 - The parent/guardian provides written consent for the shift from synchronous instruction. Waivers will not be allowed for any IDEA requirement. Further special education specific guidance is

Westmoreland staff will ensure that all Child Find obligations are met. Each eligible student will have an appropriately developed IEP in effect that enables the student to receive FAPE under a Comprehensive Distance Learning model.

- In order to ensure that this is in place, staff will schedule an IEP for every student on the Westmoreland campus before beginning Comprehensive Distance Learning.

Westmoreland programs will provide FAPE to each student who experiences disability in accordance with an appropriately developed Individualized Education Program (IEP). Services provided under IDEA will be implemented as written in each eligible student's IEP in order to provide the student with the opportunity to make progress.

- In order to provide quality Specially Designed Instruction during Comprehensive Distance Learning, services will be provided synchronously to the extent possible.

During each IEP meeting this fall before Comprehensive Distance Learning begins, the team will determine if asynchronous access will be allowable for learning opportunities such as SDI or related services under the two following conditions:

1. The IEP team meets to review the student's present levels of academic and functional performance, measurable annual goals, measurable postsecondary goals, and services including specially designed instruction and related services and determines that all needed instruction to provide FAPE can be delivered in asynchronous conditions, and
2. The parent/guardian provides written consent for the shift from synchronous instruction. Waivers will not be allowed for any IDEA requirement. Further special education specific guidance is forthcoming, but will focus primarily on managing the IEP process and administrative concerns associated with special education in a Comprehensive Distance Learning instructional model.

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<p>forthcoming, but will focus primarily on managing the IEP process and administrative concerns associated with special education in a Comprehensive Distance Learning instructional model.</p>	
<p><input type="checkbox"/> Electronic review of the student’s current 504 plan.</p> <p><input type="checkbox"/> Adjust student’s 504 plan for distance learning context as necessary.</p> <p><input type="checkbox"/> If necessary, the school team meets with the parent/guardian to develop or revise the 504 plan.</p> <p><input type="checkbox"/> Ensure all accommodations and supports are available to students through all remote courses and remote learning.</p>	<p>There are currently no students with 504 plans on the Westmoreland campus. All students are served on IEPs under IDEA.</p> <ul style="list-style-type: none"> • All accommodations and supports will be available to students through all remote courses and remote learning. IEP teams will meet before Comprehensive Distance Learning begins to review the IEP and confirm that all accommodations and supports will be in place.
<p><input type="checkbox"/> Review TAG plans and ensure there is a district process for TAG identification and services.</p>	<p>Currently no students on the Westmoreland campus are TAG eligible. When a student meets criteria for TAG services, the team will ensure TAG plans and district processes are followed to provide TAG services in a Comprehensive Distance Learning setting.</p>

2A. Teaching and Learning

- Provide a virtual orientation to ensure all students and parents know and understand virtual tools and procedures.
- Instruction is based on grade-level (or above grade-level) state content standards.
- Provide at least one synchronous opportunity for every student each day (though not necessarily for every course or content area).
- Provide access to a well-rounded education and opportunities to fill learning gaps in the service of grade-level and integrated learning experiences.
- Provide consistent and timely student feedback and documented assessment of learning toward state content standards. Leverage formative assessment-practices to grow student's ability for independent learning.
- Incorporate time for check-ins and peer interactions; develop a classroom culture, even when the "classroom" is remote.
- Clearly define roles and responsibilities of educators, students and families

2A. Teaching and Learning

- Staff will orient the students and families to the distance learning experience through a virtual orientation. This orientation will provide families with information about the learning tools, schedules, and procedures for the school year. IEP teams will be available to meet and address individual student needs.
- Kindergarten through 8th grade students will have access to grade level general education curriculum using the i-Ready Reading and Math curriculum, as appropriate. The Lane School program will target Social-Emotional Learning using research based curriculum designed for distance learning such as the Mind-Up curriculum, Superflex curriculum, and the Zones of Regulation curriculum.
 - Staff will differentiate instruction to meet the specific needs of each student they serve.
 - Staff will provide at least one synchronous learning opportunity each day using Zoom.
 - Each student's instruction will be designed to target individual IEP goals and services.
- The Transitions program will have access to a researched based curriculum, designed for use in a distance learning environment.
 - Staff will differentiate instruction to meet the specific needs of each student they serve.
 - Staff will provide at least one synchronous learning opportunity each day using Zoom.
 - Each student's instruction will be designed to target individual IEP goals and services.
- In addition to synchronous learning opportunities, staff will provide asynchronous learning to deliver a well-rounded education and opportunities to fill learning gaps through a variety of methods including:
 - Pre-recorded teacher video lessons and activities
 - On-line academic websites
 - On-line academic videos
 - i-Ready student learning path
 - Google classroom assignments

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	<ul style="list-style-type: none"> ○ Learning materials will be delivered or mailed to families when needed. ● Staff will offer daily office hours to connect individually with students and parents and deliver academic support. ● Staff will share student assessment data via the campus LMS that can be accessed by both students and families. ● Staff will provide opportunities for student feedback during synchronous learning, the campus LMS system, daily office hours, and consistent communication with parents through email and phone calls. ● Behavior Consultants and teaching staff will deliver regular assemblies via Zoom to build school community and connection, as well as to reward and motivate students.
<p><input type="checkbox"/> Meet the Division 22 instructional time rules for School Year 2020-21 as outlined in OAR 581-022- 23204 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences).</p> <p><input type="checkbox"/> At least 50% of instructional time (as defined above) must meet the</p>	<p>2B. Instructional Time Division 22 requirements: District Superintendents are to provide a Community Report to their local school board regarding the district’s standing with respect to all Standards for Public Elementary and Secondary Schools as set forth in <u>Oregon Administrative Rules 581-022-23204</u>.</p> <p>The Westmoreland campus programs will meet the Division 22 instructional time rules for School Year 2020-21 as outlined OAR 581-022-23204.</p> <ul style="list-style-type: none"> ● At least 50% of instructional time will meet the criteria for teacher

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criteria for teacher facilitated learning.

☐ Teacher-facilitated learning is a synchronous or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to state content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets.

Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progression. Synchronous opportunities must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.

■ Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA.

☐ Applied learning experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that

facilitated learning.

- Teaching teams will utilize Zoom to provide direct teaching, collaboration, and office hours. The majority of instruction will be synchronous to meet the IEP requirements and academic standards unless a family requests asynchronous instruction and signs a waiver.
- A daily schedule will include consistent and daily instruction across content areas and IEP goal areas.
- Synchronous instruction will be supported with asynchronous opportunities through learning management systems (Google Classroom and Canvas), teacher-produced videos, and learning packets. These will support and build on the learning provided in the teacher-facilitated learning opportunities.
- Synchronous opportunities will be provided daily, and will include full group instruction, peer interaction, two-way communication, small group breakouts, and individual office hours.
- Teacher-facilitated learning will include core instruction, enrichment opportunities, specially designed instruction, and specific services related to Individualized Education Plans (IEP).
- Applied learning experiences will be provided to allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students will have access to instructional support during applied learning activities, provided by instructional assistants, teachers, behavior consultants, and/or related service providers (OT, PT, SLP, etc). These learning experiences will be intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement.
- Applied learning experiences will be scaffolded and individualized to meet each student's unique learning style and level. Applied learning experiences will be designed to support independent learning routines, independent practice, and independent application of skills or learning.
- Homework will not be assigned.

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<p>students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes.</p>	
<p>2C. Assessment, Grading, and Reporting Progress</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop and implement an equitable grading policy for Comprehensive Distance Learning. <input type="checkbox"/> Progress monitor student learning, especially for younger students. <input type="checkbox"/> Evaluate goals and objectives based on progress markers for students supported with emergent bilingual supports, an IEP, and/or 504 plan. <input type="checkbox"/> Regularly report progress to students and families, in alignment with Division 22 requirements. <input type="checkbox"/> Provide opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade. 	<p>2C. Assessment, Grading, and Reporting Progress</p> <p>All students on the Westmoreland campus are served under IDEA and have an IEP.</p> <ul style="list-style-type: none"> ● The Westmoreland campus will report on IEP goals at the end of each trimester and progress reports will be sent to parents. ● Parents will be able to see and check on student grades using the online Learning Management System (Google Classroom, Canvas). ● Grades and student progress will be shared at regular conferences. ● Staff will hold office hours to support students who need help to complete or redo academic work. <p>Lane school will monitor student progress in a variety of ways including:</p> <ul style="list-style-type: none"> ● i-Ready diagnostic & progress monitoring tools for math and reading ● Teacher made assessments ● Permanent products such as completed worksheets ● Student participation ● Data collection on IEP goals ● Teacher observation during Zoom lessons <p>Transitions will monitor student progress in a variety of ways including:</p> <ul style="list-style-type: none"> ● Data collection ● Task analysis ● Teacher/staff observations including anecdotal notes ● Student work products ● Formative/summative curriculum based measures.
<p>2D. Statewide Balanced Assessment System</p>	<p>2D. Statewide Balanced Assessment System</p> <p>Formative assessment will be utilized in the teacher facilitated lessons to</p>

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<p><input type="checkbox"/> Use formative assessment practices to inform in-the-moment instructional decision-making.</p> <p><input type="checkbox"/> Plan for student participation summative assessments at required grade levels in English Language Arts (ELA), mathematics, and science.</p>	<p>inform in-the-moment instructional decision-making. On the Westmoreland campus our students all have unique learning needs and adjusted teaching is essential to meeting individual needs each day. Teachers will use IEP goals and CCSS to guide lessons, adjusting the levels based on student performance and level of independence with each skill.</p> <p>Grade level, research based curriculum, targeted instruction to meet individual IEP goals, and overall intensive academic rigor in the Lane School program will prepare 3rd-8th grade students for the ELA, Mathematics, and Science (5th and 8th) summative assessments. Kinder through 2nd graders and students in the Transitions Program do not take these state assessments at their grade levels.</p>
<p>3A. Nutrition</p> <p><input type="checkbox"/> Provide access to meal services for all students.</p> <p><input type="checkbox"/> Work with nutrition services staff to develop meal service plans.</p> <p><input type="checkbox"/> Adhere to all applicable public health requirements in Ready Schools, Safe Learners for meal service delivery and food safety.</p> <p><input type="checkbox"/> Communicate nutrition plans to families.</p>	<p>3A. Nutrition</p> <ul style="list-style-type: none"> ● Free breakfast and lunch sites will be available at each students' neighborhood school through their local district. ● During the fall orientation and IEP review meetings, nutrition services and access will be shared with families. ● Westmoreland programs qualify for Provision 2 and will be able to access those benefits through their home districts. ● Staff will check in with families on a regular basis to ensure students and family members have access to nutritious and regular meals.
<p>3B. Attendance</p> <p><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).</p> <p><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</p>	<p>3B. Attendance</p> <p>The Westmoreland families will be provided with clear expectations of student attendance. This will be provided during the virtual orientation at the beginning of the school year and will also be provided to all families in written form. Attendance will be tracked in the Student Information System (eschoolplus).</p> <ul style="list-style-type: none"> ● Students are expected to attend daily synchronous instruction. ● Participation and attendance will be defined as attending synchronous Zoom lessons, participating in asynchronous assignments or activities, communicating with school staff via 2-way communication systems including Remind, email, phone call, and/or interactive participation on the LMS. ● Staff will contact the family if a student is absent without prior parent

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<p>Learning).</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>	<p>notice to understand the reason for the absence and to support the family in supporting their child during distance learning.</p> <ul style="list-style-type: none"> • Three consecutive days with no participation in synchronous lessons and no notice from family will result in a family conference, and may require an IEP meeting that will be scheduled with Westmoreland staff, district, and family.
<p>3C. Clubs and Extracurricular Activities</p> <p><input type="checkbox"/> Ensure that all additional activities are available and accessible to all students to the extent possible.</p>	<p>3C. Clubs and Extracurricular Activities</p> <p>Due to the nature of Westmoreland programs, clubs and extracurriculars are available to all students and are embedded in the school day due to transportation needs, as our students live all over Lane County. During Comprehensive Distance Learning the teaching teams will work to ensure that students have access to leisure activities as they would on campus, such as chess club, leadership club, gardening and cooking activities, and reinforcer celebrations. These enrichment activities will be presented through Zoom, special family participating events, and pre-recorded teacher videos.</p>
<p>4A. Equity and Access</p> <p><input type="checkbox"/> Comply with Federal and State Civil Rights laws. Review FERPA guidance documents.</p> <p><input type="checkbox"/> A school district must provide accommodations for students identified as Talented and Gifted.</p> <p><input type="checkbox"/> Provide a full range of English Language Development services for students who qualify.</p> <p><input type="checkbox"/> Provide Free Appropriate Public Education (FAPE). <ul style="list-style-type: none"> o Districts must fully implement students’ IEPs and 504 Plans and make appropriate modifications in consultation with a student’s IEP team, if necessary </p>	<p>4A. Equity and Access</p> <ul style="list-style-type: none"> • The Westmoreland campus will ensure that Federal and State Civil Rights laws are upheld. FERPA rights will continue during Comprehensive Distance Learning, as per the guidance documents. <ul style="list-style-type: none"> o All student records and family contact information are stored on a protected drive and SIS (eschoolplus) o Student initials are used during email communication o Zoom lessons with students are not recorded with student names and images of the student visible. o Photo/media release permission discussed with families during orientation. • The Westmoreland campus programs will provide accommodations for students identified as Talented and Gifted. • The Westmoreland campus programs will provide a full range of English Language Development services for students who qualify.

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<p>o Districts must account for students who have health conditions that require additional nursing services, per Oregon law (ORS 336.201)</p> <p>☐ All Districts receiving Title Grant Awards of any kind, not solely Title VI, are required to consult with tribal organizations.</p> <p>o IN GENERAL.—To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency’s submission of a required plan or application for a covered program under this Act or for a program under title VI of this Act. (20 USC § 7918)</p>	<ul style="list-style-type: none"> ● The Westmoreland campus programs will provide FAPE, implementing student IEPs. The teams will hold IEP meetings before the school year begins with all student teams to review the IEP. As the year progresses, teachers and families will have regular conferences and communication to ensure that the student is making progress with Comprehensive Distance Learning. ● The Westmoreland campus programs will account for students who have health conditions that require additional nursing services. IEP teams will ensure these services are addressed in the IEP. ● The Westmoreland campus programs are part of Lane ESD, and will rely on local districts (LEA) to ensure that tribal organizations are consulted in a timely and meaningful way to address issues affecting American Indian and Alaska Native students.
<p>4B. Mental, Social, and Emotional Health in Comprehensive Distance Learning</p> <p>☐ Ensure the safety, belonging, and mental health of each student as a foundation for learning. This includes recognizing race, culture, gender, and sexual identity (see Pitfalls and Recommendations of SEL and Equity).</p> <p>☐ Prioritize care and connection, and ensure that each student is consistently connected to their teacher(s) and peers. This means regular contact with teachers and peers through synchronous learning experiences.</p> <p>☐ Provide health education that includes social-emotional learning skills, including bullying, violence, sexual assault, and child abuse prevention. Meet the legal requirements of Erin’s Law (see Erin’s Law Toolkit for Distance Learning).</p>	<p>4B. Mental, Social, and Emotional Health in Comprehensive Distance Learning</p> <p>Westmoreland campus will implement a variety of strategies to ensure the safety, belonging and mental health of it’s students.</p> <ul style="list-style-type: none"> ● Staff will create a school calendar and learning schedule for students and staff. <ul style="list-style-type: none"> ○ An updated school calendar will be posted on the website and shared with families during orientation. ○ Teachers will post a predictable learning schedule on their webpage that corresponds to the school calendar and will be updated regularly. Copies will also be sent home. ○ Contact information for all staff will be given to parents at the beginning of the school year. All staff contact information will be posted on the classroom webpage and staff directory page. ● Principal will conduct daily synchronous morning meetings to build connections and community between students and staff on the campus. ● Classroom staff will make daily connections with small groups of students during synchronous Zoom meetings. ● Classroom staff will allocate supervised time at the beginning or end of a Zoom lesson to allow appropriate peer interactions. ● Staff will offer daily office hours to individually support students and families.

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<ul style="list-style-type: none"> <input type="checkbox"/> Daily opportunity for peer interaction (i.e., morning circles for elementary students, author shares, advisories, study groups, peer tutoring). <input type="checkbox"/> School districts must implement comprehensive school counseling programs (see specific guidance for CSCP during distance learning for Seniors, High School (9-11), Middle, Elementary). <input type="checkbox"/> Establish predictable routines for building connection, relationships and sense of belonging. 	<ul style="list-style-type: none"> ● Staff will provide social emotional education to small groups synchronously on Zoom utilizing adopted research based curricula (Mind-Up, Superflex, Zones of Regulation, Character Strong).
<p>4C. Partnering with Parents, Families, and Caregivers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin the year with family conferences, such as Virtual Home Visits, as a proactive way to re-engage families and learn about student funds of knowledge. Identify family/student strengths and needs relative to engaging with Comprehensive Distance Learning. <input type="checkbox"/> Provide virtual family and student orientation that specifically addresses distance learning tools and procedures. <input type="checkbox"/> At least four times a year conduct virtual family conference/home visits, honoring home language and translation needs. <input type="checkbox"/> Clearly communicate roles and responsibilities during Comprehensive Distance Learning for staff, students, and families. <input type="checkbox"/> Ensure that policies allow for telephone and electronic 	<p>4C. Partnering with Parents, Families, and Caregivers</p> <ul style="list-style-type: none"> ● Before the school year begins, staff will coordinate an IEP meeting for each student. The goal of the meeting will be to re-engage families, identify strengths and needs related to Comprehensive Distance Learning, and troubleshoot any problems with implementation. The team will update the student's IEP with any goals or services needed to participate in Comprehensive Distance Learning and a unique school year. <ul style="list-style-type: none"> ○ Discuss synchronous vs asynchronous learning and provide a written consent form when requested. ○ Review the comprehensive distance learning attendance policy and provide a written copy to families. ● Staff will orient the students and families to the distance learning experience through a virtual orientation. This orientation will provide families with information about the learning tools, schedules, and procedures for the school year. ● Quarterly virtual conferences with families will be scheduled to support students and families. ● Roles and responsibilities will be clearly defined, including schedules,

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communication with students by appropriate personnel (e.g., teachers, school counselors, school social workers, administrators, educator paraprofessionals McKinney-Vento Liaisons and TAPP Family Advocates) to facilitate the educational experience. In revising and developing these policies, families should be consulted. COSN Privacy Considerations Checklist.

- Communicate often, and use multiple channels (e.g., text, letters, email, social media).
 - o Set a predictable time when communication will be sent, such as a weekly newsletter or video announcements
 - o Ensure parents and caregivers understand the roles in Comprehensive Distance Learning
 - o Provide communication support to families in preferred home language
 - o Use digital tools, such as a texting platform to provide information, reminders, and learning tips. See Messaging Apps and Websites for Students, Teachers, and Parents for more information.
 - o Discuss important routines and school structures, including supplemental learning resources, how to access meals, and what community supports and services are available for families
 - o Discuss what IEP, 504, or TAG services will look like in a distance learning model

Develop and implement a plan for administrators to be consistently “visible” to parents & students in a virtual setting (e.g., weekly “Principal Talk” session or “mail box” video or weekly newsletter to respond to questions or concerns).

Educator office hours, posted publicly, for students and families to access (include a process to request and schedule translation services

expectations, attendance, and communication methods.

- Policies will be revised, in consultation with families, by utilizing the COSN Privacy Considerations Checklist.
- Communication will include Remind communications from educators and the administrator, weekly newsletter, Loom video announcements weekly, emails, website postings, and mailed letters. Resources for supplemental learning resources, access to meals, community supports, and home behavior supports are all available on the website and will be highlighted during family conferences and when needed.
- All IEP and TAG services will be provided during distance learning. The teams will meet to discuss any changes to the IEP or TAG plan that may be needed to best support the student during Comprehensive Distance Learning.
- The Principal will provide video presentations weekly to give families and students updates on Comprehensive Distance Learning. The Principal will also participate in daily Morning Meetings to connect with Lane School students and staff. A weekly newsletter and Remind updates will be presented as well.
- Educators will hold daily office hours to support students and families. These hours will be posted on the teacher’s classroom page, will be posted on Google Classroom, and will be shared by all educators across the school schedule for consistency.
- Feedback will be collected regularly to ensure students and families are able to participate in the process and that it works for all involved to best serve the students. A brief survey will be provided during the family-teacher conferences.
 - o Staff will contact families by phone every two weeks to make sure families are feeling supported and have what they need to continue to participate in distance learning.
 - o Staff will contact the family if a student is absent without prior parent notice to understand the reason for the absence and to support the family in supporting their child during distance learning.

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<p>as needed).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect feedback multiple times a year (at least three) from students and families regarding their experiences during virtual learning. <input type="checkbox"/> Engage families as critical partners in designing and implementing special education processes to meet student needs and support student growth. 	<ul style="list-style-type: none"> ● Families will be engaged as critical partners, designing and implementing the special education program to meet student needs and support student growth. When the process is going well, the school team will work to celebrate those successes with the student and family. When problems arise, staff will use clear decision rules to respond quickly and communicate concerns with the IEP team. The team will come together to problem solve and serve the student's needs.
<p>5A. Privacy and Security</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pay close attention to FERPA, COPPA, CIPA, and OSIPA laws and also look specifically for references to how student data is used. <input type="checkbox"/> Districts must secure ownership of their student data. 	<p>5A. Privacy and Security</p> <ul style="list-style-type: none"> ● All student records and family contact information are stored on a protected drive and on the student information system (eschoolplus). ● Student initials only are used during email communication. ● Zoom lessons with students are not recorded with student names and images visible. ● Photo/media release permission discussed with families during orientation.
<p>5B. Infrastructure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reliable Internet access for every student; if not at their home, other flexible solutions provided. <input type="checkbox"/> Reliable Internet access for every teacher; if not at their home, other flexible solutions provided. 	<p>5B. Infrastructure</p> <ul style="list-style-type: none"> ● Students will be surveyed to ensure that they have internet access. Lane ESD will partner with districts and local internet providers to ensure that all students have access to the internet for Comprehensive Distance Learning. ● Educators who are required to work from home will have access to Verizon Wireless hotspots if they do not have reliable internet in their homes. In the event that these are not sufficient due to the location of the home, a work space with appropriate social distancing and PPE provided on one of the Lane ESD campuses will be secured for the individual.
<p>5C. Devices For Comprehensive Distance Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Every student has a computing device capable of using digital 	<p>5C. Devices For Comprehensive Distance Learning</p> <ul style="list-style-type: none"> ● Every student will be provided with a computing device capable of

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<p>learning software and accessing the internet.</p> <p><input type="checkbox"/> Every teacher has a computing device capable of using digital learning software and accessing the internet.</p> <p><input type="checkbox"/> Every device must be equipped with a filtering mechanism for compliance with the Children’s Internet Protection Act.</p> <p><input type="checkbox"/> Devices must be configured, with appropriate apps, and maintained by the school/district.</p>	<p>using digital learning software and accessing the internet. Lane School students will use chromebooks and Transitions students will either use chromebooks, ipads, or a device that is deemed appropriate by the individual student’s IEP team.</p> <ul style="list-style-type: none"> • Every teacher has a computer capable of using digital learning software and accessing the internet. • Every student device is equipped with a filtering mechanism for compliance with the Children’s Internet Protection Act. Lane ESD installed GoGuardian on all student devices to meet this requirement. • Every device will be configured with appropriate apps and maintained by Lane ESD. Regular communication and check ins on technology needs will be built into the Comprehensive Distance Learning routine.
<p>5D. Software Systems for Comprehensive Distance Learning</p> <p><input type="checkbox"/> Select and implement a learning management system.</p> <p><input type="checkbox"/> Select a secure online meeting platform for synchronous learning experiences.</p>	<p>5D. Software Systems for Comprehensive Distance Learning</p> <ul style="list-style-type: none"> • Canvas LMS has been selected for use as a learning management system. It will take some time for Canvas to be set up and for staff training to occur, so in the meantime staff will continue to use the Google Classroom platform that was used last spring. Families will receive an orientation on the use of Google Classroom and then on Canvas. The Google Assignments integration will be utilized in Canvas to maintain consistency as the learning management system shifts over during the school year. • Zoom has been selected for use as an online meeting platform.
<p>5E. Digital Content for Comprehensive Distance Learning</p> <p><input type="checkbox"/> Coordinate existing and, where necessary, new digital content in support of educator-facilitated learning.</p>	<p>5E. Digital Content for Comprehensive Distance Learning</p> <ul style="list-style-type: none"> • Google Drive and Google Classroom will be used to organize the digital content. • Once Canvas is purchased and staff, students, and families have received training, this learning management system will assist with the organization and presentation of digital content. • Educators will collaborate and organize digital content to support one

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	<p>another. Content will be posted to Google Classroom to provide ongoing access to students and families.</p>
<p>5F. Professional Learning & Training for Comprehensive Distance Learning</p> <p><input type="checkbox"/> Provide ongoing professional learning and training to all school staff around best practices in comprehensive distance learning as well as technical “how-to” trainings for operational functions.</p>	<p>5F. Professional Learning & Training for Comprehensive Distance Learning</p> <ul style="list-style-type: none">● Professional learning and training will be provided for using Google Classroom and presentation software like Smart Notebook and Google Slides. Once the Canvas LMS is set up for Lane ESD, extensive training and time to practice will be provided and supported.<ul style="list-style-type: none">○ Staff will be provided with training on the use of Canvas.○ Ongoing support will be provided by staff with more technical strengths.● Professional learning and training will be provided on an ongoing basis to support teachers and staff with technical support and best practice teaching practices.● Professional learning and training will continue for the development of our school equity lens, Trauma informed teaching, Collaborative Problem Solving, and building relationships with students.● Collaboration among staff will be encouraged to share out engagement strategies, problem solve difficult situations, and communicate with other educators.