



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	Twin Rivers Charter School
Key Contact Person for this Plan	Jay Breslow
Phone Number of this Person	(541)543-6299
Email Address of this Person	jaybreslow@twinriverscharter.org
Sectors and position titles of those who informed the plan	Principal, Lead Teachers, Executive Director, Operations Manager, Programs Director, Physician Advisor, Risk Management Officer, and Risk Management Consultant.
Local public health office(s) or officers(s)	Lane County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jay Breslow
Intended Effective Dates for this Plan	September 2020 through June 2021
ESD Region	Lane ESD

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

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

Due to our size, Twin Rivers has the unique ability to create and maintain contact with all of our families on an individual basis. We held information sessions for comment and conducted virtual home visits with each family to share with them the plan and elicit feedback about challenges, concerns and opportunities created by this plan. We will also be hosting digital open houses for potential incoming students and their families as soon as our plan is accepted by the District.

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.

We are choosing a Hybrid Instructional Model that utilizes CDL as a supplemental (or response to outbreak) resource.

[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.

Twin River's Comprehensive Distance Learning model aligns with the ODE guiding principles and will provide quality instruction within a student focused/ community driven framework, meeting the student's academic and wellness needs.

Academic Conditions:

- Teaching and Learning
 - Students will have the opportunity to engage and earn credits in all four core academics, CTE, applied fine arts, health, physical education and various electives.
 - Instruction is facilitated by certified teachers and industry experienced professionals; instruction meets the Oregon guidelines for instructional hours/credit earnings.
 - Technology and connectivity will be ensured prior to the beginning of the school year.
 - Each student will be assigned a personal tutor to ensure that both direct-instruction and individualized assistance are available.
 - All 504 and IEP requirements will be applied within the instructional framework and modified as necessary to serve as a more appropriate function in a virtual setting.
 - Units will be divided into sections with no section exceeding 5 weeks in duration
 - These units will not only allow for hyper-focused instruction relative to core academic standards but will also act as credit assurances, as students build towards the trimester cumulative grade.
 - Students will engage in virtual class instruction (via google hangout or zoom), peer collaboration (via break-out sessions and discussion panels), content application (via facilitated and independently applied learning experiences), individual exploration (via class assignments and projects); in addition to having opportunities for small group and/or individualized assistance (via live office hours, weekly check-ins, and study clubs).
 - Students will have the option to work on independent curriculum or participate real-time with students choosing the hybrid instructional model.
 - Students will be able to move in and out of instructional models (online vs hybrid) as needed to ensure their safety and success.
- Instructional Time
 - Instructional time models ODE's latest guidelines:
 - At least 50% of instructional time (as defined above) meets the criteria for teacher-facilitated learning.
 - Instructional time is defined in OAR 581-022-0102 as: Time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by OAR 581-022-2030, and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by OAR 581-037-0015.
 - Instructional time will be supplemented with applied learning experiences, query based learning, and self-guided investigation with multiple pathways to demonstrate learning.
- Assessment, Grading and Reporting
 - Units will be divided into sections with no section exceeding 5 weeks
 - These units will not only allow for hyper-focused instruction relative to core academic standards but will also act as credit assurances, as students build towards the trimester cumulative grade.
 - Each unit will contain both formative and summative assessment that allow students to demonstrate learning in multiple ways.
 - Grading practices will transfer to proficiency grading methods.
 - Weekly progress checks will be made with all students, and regularly communicated with family.

Operational Conditions

- Attendance
 - For students attending the hybrid model, attendance will prioritize in- person learning. Students not present during in-person days will be counted as present through at least one other method of two-way communication, including:
 - Live Google Classroom sessions
 - Assignment submission
 - Email/text communication
 - Phone/text communication
 - For students in fully online learning, two-way communication on two of the 4 days of online learning may include:
 - Live Google Classroom or Canvas sessions
 - Assignment submission
 - Email/text communication
 - Phone/text communication

- Attendance will be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model.
- The designated attendance team will review individual and school-wide attendance data weekly.
- Nutrition
 - All students will have access to their correlating school district's meal program.
 - All students will have access to TRCS's on-site food pantry, offering dry and canned goods available for pick-up or delivery.
- Clubs and Extracurriculars
 - Students will have the opportunity to engage in online extracurricular opportunities offered by TRCS staff and partners.
 - Juniors and seniors will have the opportunity to participate in a 5 week NYC field crew earning both high school credit and educational stipend.

Student and Family Support

- Equity and Access
 - TRCS is committed to maintaining a learning environment accessible to all students regardless of race, religion, nationality, sexual orientation, gender identification or disability.
 - All students have the same instructional access and can choose the option that is most appropriate for them.
 - All students have access to the requisite equipment, material and resources necessary for success in the Comprehensive Distance Learning Environment.
 - Students protected under the provisions of ADA and IDEA will receive equal access to instruction within the CDL environment through appropriate accommodations and/or modifications.
 - All 504 and IEP requirements will be applied within the instructional framework and modified as necessary to serve as a more appropriate function in a virtual setting.
- Emotional, Social and Mental Health
 - Students will be assigned a tutor/mentor for academic and social guidance.
 - Weekly check-ins will monitor and accommodate student's overall well-being.
 - TRCS will work in collaboration with Whitebird Medical program (HOOTS program) to provide mental health resources.
- Partnerships with Parents, Families and Caregivers
 - Community meetings will be held prior to the beginning of each trimester.
 - Parent/student/teacher conferences will be conducted at least once a month.
 - Progress checks will be held with individual students on a weekly basis and communicated with families.
 - Food boxes will be available for pick-up and delivery as needed/requested.

Digital Learning Needs

- All students will be provided the requisite equipment to be successful in a virtual learning environment.
- TRCS will maintain the infrastructure necessary to ensure access to the comprehensive learning platform and the resources to successfully navigate this learning environment.
- All students will be assigned individual tutors who will facilitate virtual study clubs to help with both academic and technological frustrations.
- All staff will engage in professional development relevant to this new learning platform to ensure the facilitation and delivery of quality instruction that meets the content specific learning standards.

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

We intend to lead with a Hybrid Instructional Model, utilizing the Comprehensive Distance Learning model as a supplemental, or response to out-break, resource.

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. 	<p>Twin Rivers Charter School follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. We also work in compliance with the guidelines of the 4j School District and safety protocols developed by Northwest Youth Corps.</p> <p>The Twin Rivers Charter School (TRCS) Covid -19 Management Plan is designed to limit the spread of Covid-19 in the school environment. The fundamental elements of this plan include:</p> <ol style="list-style-type: none"> 1. Separating the student body into three separate co-horts who will not cross paths in the classroom, field, or transportation. 2. Use of PPE in the classroom, field, and during student transport. 3. Daily health checks. 4. Frequent classroom and vehicle cleaning/disinfecting. 5. Frequent parent/guardian involvement. 6. Rigorous contact tracing. 7. Readiness to shift to CDL as needed. <p>These strategies do not eliminate the risk of Covid 19 spread within the TRCS school environment, but act to limit the spread, should a student contract the virus. If a student shows symptoms of Covid 19, the co-hort that they are in will all shift to Comprehensive Distance Learning until they are no longer symptomatic, or have a negative test result. These strategies have been developed in coordination with the Northwest Youth Corps Covid 19 Task Force, our Physician Advisor, Dr.</p>

- ☐ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
- ☐ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official.
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort.
 - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- ☐ Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- ☐ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- ☐ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- ☐ Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).

Gregory Moore, and Risk Management Consultant Steve Smith with Experiential Consulting.

See: Physical Distancing description in section 1 C, below.

Screening and Isolation: Visual Screening of student and staff will be outlined in section 1e. Potentially Symptomatic Students will be isolated following the guidance outlined in 1h.

Contact Tracing: Contact Tracing logs will be maintained daily for each student/cohort.

Outbreak plan: TRCS Outbreak Protocol is outlined in section 3a.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. Medically Fragile, Complex and Nursing-Dependent Student Requirements <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: <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. <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>All TRCS students will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member. They will be allowed to choose between Hybrid, or Comprehensive Distance Learning models. All hybrid instruction will also be made available in an on-line distanced format.</p> <ul style="list-style-type: none"> • All students identified as vulnerable or fragile, either by a physician, or parent/guardian notification, will be enrolled in Comprehensive Distance Learning instruction with regular personal check-ins with staff. • Students who experience disability will continue to receive specially designed instruction. • TRCS staff will work with all students and their families to modify Health Management Plans, Care Plans, IEP's, or 504's as needed. • Students with language services will continue to receive English Language Development.

- 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:
 - US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education'.
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

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.	Three Inter-grade Cohorts (Red Crew, Yellow Crew and Blue Crew) will be established with no more than 12 students per cohort.
<input type="checkbox"/> Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.	Each cohort will have a dedicated classroom space (i.e teachers will rotate to the cohort classrooms) allowing a maximum of 15 people per 800ft ² classroom.
<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.	Desks will be placed allowing for 6 feet between individuals and at least 35ft ² of personal space. Students will be instructed to maintain a safe physical distance from fellow students and staff while they are in the classroom and field settings. All students will be required to wear appropriate PPE at all times that a minimum 6 feet of physical distancing cannot be maintained. Students with pre-existing medical conditions or physician orders, and students protected under the provisions of ADA and IDEA, will be accommodated in a means that maintains the safety of everyone. Staff will be required to wear appropriate PPE at all times that a minimum 6 feet of physical distancing cannot be maintained.
<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.	

Each classroom has internal and external exits. External exits will be used for movement into and out of designated classrooms within the school. Internal exits will only be used for emergencies or accommodations based on established IEP or 504 plans.

The cohorts will rotate activities during the week to ensure they are not cross pollinating with each other on the TRCS campus or at the TRCS project learning outdoor locations. Each cohort will arrive and depart from campus separated by 15 minute intervals to reduce the potential for overlap.

Below is a typical weekly schedule:

Monday: Distance Learning for all

Tuesday/Wednesday/Thursday: two of the cohorts are off campus in either project based service learning or academic engagement. The third cohort will be in the school building.

Friday CTE: All cohorts in the field.

Crew	M	T	W	Th	F
Red	DL	School - Room A	Field (S)	Field (A)	CTE (Field)
Yellow	DL	Field (A)	School - Room B	Field (S)	CTE (Field)
Blue	DL	Field (S)	Field (A)	School - Room C	CTE (Field)

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. <ul style="list-style-type: none"> The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	<p>In-building Cohorts</p> <p>Students will be assigned to a stable cohort of 12-15 students at the beginning of every trimester (Red Crew, Yellow Crew, Blue Crew). They will stay in that cohort for the duration of the trimester. The crew will stay stable for the entire week (Tu-Fr).</p> <p>Cohort groups will stay separate throughout the school day.</p> <p>We are a full-inclusion school so the cohorting should have minimal impact on services for students with IEPs.</p> <p>Cohort Contact Logs will be maintained by the daily teacher who will be with the cohort for full academic days.</p>

- ☐ 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.

Cohorts will each have an assigned/dedicated classroom, each with an external exit in order to minimize cross-cohort exposure and reduce the need for daily room sanitization.

Staff and Teachers will spend the entire day with only one co-hort (see weekly schedule in section 1 c), eliminating the potential for cross-cohort contamination during the school day.

Transportation Cohort:

Transportation will be provided from the closest possible public transportation station to shuttle students to the school. Each co-hort will travel in separate vehicles.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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. <ul style="list-style-type: none"> ● Consider sharing school protocols themselves. <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> ● Consult with your LPHA on what meets the definition of "close contact." <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<p>TRCS staff will receive direct instruction on infection control measures. This instruction will take place face to face on the TRCS campus using appropriate PPE and distancing.</p> <p>TRCS will communicate with all families through print, digital and personal contact before the start of the year to ensure that they understand and are able to provide feedback regarding the instructional design, the health protocols, and the requirements for participation. Families will be given access to TRCS protocols.</p> <p>We will hold monthly digital family meetings to maintain contact and answer any questions of concerns. The size of our school allows us to communicate directly with all families individually if necessary. All such communication will be channeled through either the registrar or the Principal.</p> <p>In the event that a TRCS student or Staff member is diagnosed with COVID-19, TRCS will immediately notify students and families through text, phone call, and social media channels.</p> <p>Northwest Youth Corps Fall Youth Camping Co-hort: All TRCS students in Junior or Senior standing will be offered the opportunity on a voluntary basis to begin their school year with a 5 week conservation education adventure.</p> <p>https://www.nwyouthcorps.org/m/ourprograms/yccamping</p> <p>If these students choose to participate in the program, they will need to follow the guidelines and protocols outlined in the Northwest Youth Corps Covid - 19 Protocols shown here:</p> <p>https://www.nwyouthcorps.org/pdf/COVID/COVID-19%20Operations%20June%2018%20(including%20Community)[1].pdf</p> <p>TRCS students who choose to participate in this 5 week co-hort will earn up to 3.5 credits based on Eugene 4J District analysis of the educational content that they participate in during the program. The camping co-hort will return to hybrid learning as the school begins its second instructional section of the academic quarter.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
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<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 ○ 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>	<p>All TRCS students and staff will be instructed to stay home if they are feeling sick, show signs/symptoms of Covid 19, or share housing with someone who has Covid 19 symptoms.</p> <p>Daily Health Screening: Students will be encouraged to take their own temperature and consider the answers to our standard questions before they travel to school, and to call or text our attendance line if temperature is elevated or they have had an exposure before they travel to the school.</p> <ul style="list-style-type: none"> • At the school assembly point every morning, staff will ask screening questions to each student and take temperatures, managing the privacy of the student as best possible. <p>Screening questions:</p> <ul style="list-style-type: none"> • Do you feel ill in any way, or have any symptoms: a fever, cough, shortness of breath, fatigue, muscle aches, or new loss of taste or smell? • Does anyone in your household have symptoms? • Did you have any contact with someone showing symptoms since last departing school? • If utilizing public transportation, did you follow mask/distancing recommendations? <p>Temperature of all students to be taken each morning. Thermometers used shall be 'no touch' or 'no contact' Any student with a temperature of 100.4°F or higher is considered to have a fever and must be placed in isolation until they can safely be transported home.</p> <p>In some cases, it may be required for staff to take the student home. In this case all protocols for student transportation will be followed including; all people in the vehicle wearing a mask and gloves, driving with the windows partially down to create negative pressure, and complete vehicle disinfection before it is returned to normal service.</p> <p>After getting their temperature checked, student co-horts will proceed to the location for their activities - classroom or parking lot for transportation to field study location. Students spending the day in the classroom will enter the school through the exterior bathroom doors. They will be required to wash their hands with soap and water before entering the school building.</p> <p>No more than 2 students at a time will be permitted to enter, and they will maintain social distancing while they enter.</p> <p>After entering through the bathroom, students will proceed to their homeroom class where they will get their instructions for the day.</p> <p>Exit from classrooms will go through the exterior doors and re-entry will happen through the bathrooms where students will wash their hands again.</p> <p>All efforts will be made to maintain social distancing during entry and exit from the school.</p>
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1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements

Hybrid/Onsite Plan

<input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. <input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and CDC guidelines. <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>Volunteers will be unable to work in Twin Rivers Charter School, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</p> <p>Essential visitors must wash or sanitize their hands upon entry and exit. Visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. Visitors will be required to wear face masks and maintain 6 feet of physical distance from all students and staff.</p>
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1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Face coverings or face shields for: <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>Face Coverings will be required for all students and staff travelling on TRCS buses to and from service or academic field sites.</p> <p>Face Coverings will be required and provided for all staff members and students. Staff members will be required to wear them when working within 6 feet of any students, in both the field and classroom settings.</p> <p>If, for any reason a TRCS staff or student needs to leave their homeroom class(i.e. to the gym or cafeteria) we will request that they wear a facemask.</p>
<input type="checkbox"/> Face shields or clear plastic barriers for: <ul style="list-style-type: none"> Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. Front office staff. 	<p>TRCS will work with the student body to “normalize” the use of masks so that they become part of the Twin Rivers culture and expectation.</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.	
<input type="checkbox"/> Students who choose not to wear face coverings must be provided access to instruction.	
<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.	

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<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.	<p>A designated primary isolation area will be used for students and staff who show any symptoms during the school day.</p>
<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. 	<p>Symptomatic students will remain in the primary isolation area until a designated adult can pick them up.</p> <p>A mask will be provided to a symptomatic student.</p> <p>Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.</p> <p>Secondary isolation areas may be identified if/as needed.</p>
<input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate	<p>Logs will be maintained for every student who requires medical attention, regardless of whether they are treated or sent home. Logs will include:</p> <ul style="list-style-type: none"> Name of student Reported symptoms/reason for health room visit

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.

- 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.

☐ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.

☐ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.

- Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.
- If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving
- If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

☐ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in 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.

o Action taken

Transportation home will be provided by:

- A parent or family member
- A designee of the guardian from the student's emergency contact list
- In the case that a family designee is not available and can't be in a reasonable amount of time transportation home or to a medical facility will be provided by the school.

TRCS will follow Eugene District 4J protocols for allowing a student to return to school after showing symptoms or testing positive for Covid 19.



2. Facilities and School Operations

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

2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<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.	<p>Students will have the option of enrolling either in the hybrid learning program (4 days per week), or a full time comprehensive distance learning program.</p> <p>Students enrolled in the hybrid program will participate in-person 4 days per week and online one day per week.</p> <p>On Mondays, our distance learning component will focus on students in need of additional, focused support.</p> <p>Hybrid learning and distance learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence.</p>

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<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 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 	<p>For students attending the hybrid model, attendance will prioritize in-person learning. Students not present during in-person days will be counted as present through at least one other method of two-way communication, including:</p> <ul style="list-style-type: none"> Live Google Classroom sessions Assignment submission Email/text communication Phone/text communication <p>For students in fully online learning, two-way communication on two of the 4 days of online learning may include:</p> <ul style="list-style-type: none"> Live Google Classroom or Canvas sessions Assignment submission Email/text communication Phone/text communication <p>Attendance will be taken at least once for each scheduled class each day for all students enrolled in school, regardless of the instructional model.</p> <p>The designated attendance team will review individual and school-wide attendance data weekly.</p>

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 Ready Schools, Safe Learners guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	All students will be assigned a school-owned device for use in the school building. <ul style="list-style-type: none"> • Students will have the option to take the device home for at home use. • Additional devices will be accessible for in-building use for students with broken devices or devices left at home. • School devices will be cleaned and sanitized between each user

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,	<ul style="list-style-type: none"> • Hand Washing: All students will have access to hand washing prior to breakfast and lunch. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. • Equipment: Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment, Science Lab supplies. <ul style="list-style-type: none"> ◦ Sharing of supplies will be restricted whenever possible. ◦ All shared equipment will be cleaned between users. • Safety Drills: Safety drills at the start of the school year will be scheduled for both cohorts of students to participate: <ul style="list-style-type: none"> ◦ September evacuation drill

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.

- Lockdown drill
- Earthquake drill

Remaining drills will alternate monthly between cohorts. Staff and students will follow distance requirements during exit of the building. Re-entry to the building will be through an assigned entry point to reduce incidental contact.

- Transitions/Hallways: Hallways will include one-way traffic markings to reduce contact. Transitions by cohort groups will be staggered to reduce contact. Transitions will occur through external doors whenever possible.
- Personal Property: Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack/bag. storage areas will be identified in each classroom for service gear to be stored.
- Gear check out procedures will be developed to ensure social distancing.
- Personal property must be labeled with a student name and will only be used by the student.
- Restrooms: Visual reminders will be used in all restrooms to encourage hygienic practices including:
 - Handwashing techniques
 - Covering coughs/sneezes
 - Social distancing
 - Facial coverings
 - Covid-19 symptoms

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 Ready Schools, Safe Learners 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>Each day, the three 12-person TRCS co-horts will be engaged in separate activities that will prevent them from crossing paths. For example - on Tues, Wed, and Thurs, one co-hort will spend this day on campus in their designated classroom, while the other 2 co-horts are in the field for service learning and/or project based academic field study. Co-horts will rotate through this schedule each week.</p> <p>After daily health screening, student co-horts will proceed to the location for their activities - classroom or parking lot for transportation to field study location. Students spending the day in the classroom will enter the school through the exterior bathroom doors. They will be required to wash their hands with soap and water before entering the school building.</p> <p>No more than 2 students at a time will be permitted to enter, and they will maintain social distancing while they enter.</p> <p>After entering through the bathroom, students will proceed to their homeroom class where they will get their instructions for the day.</p> <p>Exit from classrooms will go through the exterior doors and re-entry will happen through the bathrooms where students will wash their hands again.</p> <p>Cohorts will have staggered arrival and dismissal times to reduce crossing opportunities.</p>

Students will depart from the school by cohort. Teacher or staff person will sign students out. Students taking public transportation will be shuttled to the bus stop in cohort vehicles.

Students being picked up by parents will be released from the school when their parents arrive. Students will be discouraged from communicating or congregating on school property during pick up times.

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: Classroom desks and tables will be arranged with students being seated a minimum of six feet apart. Students will use a single assigned seat at all times. • 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 between each use. • Hand sanitizer and tissues will be available for use by students and staff. • Hand Washing: All students will wash their hands upon building entry and prior to breakfast and lunch. Additional hand washing opportunities will be provided throughout the school day. <ul style="list-style-type: none"> ◦ Signage at each sink/hand washing station will remind students and staff of effective handwashing practices. • 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. • Environment: When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

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. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment between cohorts. 	<p>Cohorting and off-site learning will ensure that cohorts do not make contact with each other. If there are occasions when cohorts are in contact, break taking will be required to be in different and assigned spaces.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Students must wash hands before meals and should be encouraged to do so after. 	<p>Field Teams: All field teams will get individually bagged lunches prepared by staff prior to leaving school for the day.</p>

- ☐ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.
- ☐ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- ☐ Adequate cleaning of tables between meal periods.

Outside lunches will be encouraged. There will be no store stops or engagement outside of the school, the van, or the project/academic site.
All students will be issued a water bottle for use during their field experiences.

A collection of spare bottles will be maintained and sterilized after each use.

School Based teams: The cohorts that stay in the school building will be provided a hot lunch prepared by the culinary director. The meal will be eaten in the homeroom class or in a designated area outside of the classroom (i.e. on the farm, at picnic tables etc. Students will maintain social distancing during those times. Cleaning supplies will be provided to ensure proper sanitation of tables.

A dish cart will be located outside of the school building. All dishes will be placed on the cart and properly washed and sanitized by 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. <input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). 	<p>TRCS Vehicles: Masks and gloves must be worn, and members will remain in their consistently assigned seat to assure minimum potential for infection through interaction of hard surfaces. Maximum number of persons in the vehicle including driver shall be 6.</p> <p>Cohort groups will be assigned to certain buses and will not be allowed to ride on unassigned vehicles unless they are being evacuated for medical or behavioral reasons.</p> <p>While travelling, all windows in the vehicle should be open 1-2 inches (maximum) to promote positive air pressure.</p> <p>All buses will be wiped down with disinfectant upon arrival at the destination and upon return to the school.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., 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. 	<p>The TRCS School building will be maintained to protect permanent space for each co-hort. These “homeroom” classrooms will be used only by the students in that co-hort. Teaching staff will instruct the students how to clean and disinfect each homeroom at the end of every day.</p> <p>Common and shared areas will also be cleaned and disinfected at the end of each day. These spaces include restrooms and hallways.</p>

- ☐ 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 not 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.
- ☐ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- ☐ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- ☐ 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](#)).

Service Learning Tools

Sanitizing – tools will be sanitized by students and staff at the end of each break, and at the end of the day.

Sharing – tools will be assigned to each student at the beginning of the day and be sanitized when returned to the tool inventory. Other tools specific to a task will be assigned by the instructor, and similarly sanitized before returning to the tool inventory.

Gear

Any outdoor gear used will be sanitized by students under staff supervision prior to and after use.

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). 	<p>Our health services team will be informed by Northwest Youth Corps Physician Advisor, Dr. Gregory Moore, in collaboration with Whitebird Medical program (HOOTS program) and 4j Health services.</p>



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. 	<p>Twin Rivers Charter School will follow the protocols outlined in the Eugene 4J School District to coordinate and communicate with our Local Public Health Authority.</p>

- ☐ 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.

Stakeholders involved in our emergency response include; family members, TRCS faculty, Northwest Youth Corps staff, and Northwest Youth Corps Physician Advisor.

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>TRCS will keep consistent communication with the Eugene 4J District and our Local Public Health Authority. We will sync our outbreak and response coordination with both entities.</p>

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. 	<p>Distance learning and in-person learning will be planned in collaborative teams, allowing for students (and the school community) to move between an in-person and distance learning model.</p> <p>In the event of school closure, all students and staff will participate in distance learning until we can re-open in a hybrid capacity.</p> <p>Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces.</p> <p>Follow LPHA guidance regarding the return of students and staff for onsite instruction.</p>



ASSURANCES

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

*Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.
This section does not apply to private schools.*

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



4. Equity



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>