



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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	Sheridan Japanese School (Charter), Sheridan School District
Key Contact Person for this Plan	Jennifer Schulze
Phone Number of this Person	(503) 843-3400
Email Address of this Person	director@sjsnihongo.com
Sectors and position titles of those who informed the plan	Charter School: Executive Director, Office Administrator, School Board of Directors, High School Humanities teacher, 4-12 Science teacher, 4-8 Humanities teacher, TOSA in Administration, and Advance Math teacher School District: Superintendent, Special Education Teacher Local Health Authority: Yamhill County Public Health Community: Parents, local Assistant Fire Chief, Anesthesiologist, and registered nurse
Local public health office(s) or officers(s)	Yamhill County Public Health, Gary Vanderveen
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jennifer Schulze
Intended Effective Dates for this Plan	August 24, 2020 to June 11, 2021
ESD Region	Willamette ESD

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

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.

With a desire to support the diverse needs of students, families, and employees of Sheridan Japanese School (SJS), equity has always been our main focus. Before we began planning, we considered the stories of our families. With SJS's enrollment capped at 88 students - representing 67 families, it is easy to know each family. Our school draws students and staff from Yamhill, Polk, Marion, and Clackamas counties. Our students have siblings who attend schools in Sheridan, Willamina, Grand Ronde, McMinnville, Dallas, Ballston, Amity, Dayton, and Newberg. We know our families well and are able to begin our planning with their stories at the forefront of our mind. As we worked on our plan, we took input from our board and community during the June 18, 2020 Board Meeting and the June 24, 2020 Work Session. Next, we surveyed our families regarding their needs this fall. We also asked about ways we could support their students better based on their experiences in Distance Learning this past spring. Additionally, our director spoke with families who requested conversations or who responded to the survey that their students were not successful in Distance Learning this past spring. We also considered data for previous SJS surveys done through our school improvement process. Finally, we created a focus group of three families - one from Willamina, one from Sheridan, and one from McMinnville - the students in those families represented students in elementary, middle, and high schools. The students also varied by gender, socio-economic backgrounds, abilities, religions, cultural backgrounds, and engagement levels in school. We asked these families specific questions regarding our Comprehensive Distance Learning plan as we went along. We opened our plan for public and board discussion at our July 16th Board meeting.

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 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Our school has been hit very hard financially this year. It's not just COVID-19 that has impacted us. We had a long-time benefactor pull their support from our school when we voted to go through the Policy Project with Oregon School Board Association. Things were already looking grim for us. COVID-19 has added additional financial stress to our budget. There is no guarantee that we will receive CARES Act funds. Our student population is dropping. We are expected to run through 2/3 of our reserves in the 2020-2021 school year. We know that the next two biennia are going to be worse. Originally, we planned to roll out a Hybrid model, but once the plan was completed and the bottom line was visible, we realized that despite our strong desire to run a hybrid program, we couldn't afford to do so. We cannot financially meet the obligations in sections 1-3 of this guidance.

Additionally, 72% of our staff is considered high risk. Asking them to come in mask-to-mask with students is asking too much.

Also, 11% of our student population is Native American, 36% live in poverty, 5% identify as LGBTQ2SIA+, <1% are Latino/a/x, and 14% experience disabilities. We recognize the toll this virus is taking on our traditionally underserved and marginalized students. We are working to ensure we provide an accessible, safe, and high-quality education for all of our students, but particularly those who have been hit the hardest by COVID-19. Please see more of an explanation of how we will do in the next section.

Finally, according to the **Community COVID-19 Metrics** for returning to in-person instruction, we currently have students and staff coming from the following counties: Yamhill, Polk, Marion, and Clackamas. It will be very difficult for us to meet the metrics, so maintaining our status as a Comprehensive Distance Learning school will provide our students and families the safest and most stable school experience possible.

It is through this lens that we choose to run a Comprehensive Distance Learning model.

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

Our Comprehensive Distance Learning (CDL) plan meets the requirements for Comprehensive Distance Learning. We do not need any accommodations from ODE at this time.

SECTION ONE: Framing Values and Understanding Distance Learning

1C. Safeguarding Student Opportunity Claus

Full Academic Learning Experience - We are offering our full academic schedule and curriculum online. In a normal school year, we offer English, Math, Science, Social Studies, Japanese, and Physical Education as our core classes. In addition, we offer an array of electives. During CDL, we will continue to offer these class to our students.

2020-21 Opportunities - We have not made any decisions for any students that limits their opportunities based on their performance during the spring of 2020. No one is being penalized, retained, losing opportunities, or access to their learning.

Credit-Earning Assurance Plans - High school students who did not complete their courses last spring are working with our director to develop Credit-Earning Assurance Plan. Credit-Earning Assurance Plans are being created during our August Back-to-School conferences. Students in grades 4-8 will work with their teachers to make sure that essential skills not acquired in the spring will be gained this fall so that these students have all

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the skills they need for success in the 2020-21 school year. All plans will hold students to the same standards of essential learning as were expected last spring.

Cohorting - At this time, we are not placing our students in cohorts because we will not be meeting face-to-face or providing limited in-person instruction or in-home services.

1D. Services for Students During Comprehensive Distance Learning

SJS has reviewed and plans to adhere to the requirements in *Ensuring Equity and Access: Aligning Federal and State Requirements* guidance. What follows is our plan to meet the requirements in that document:

Ensuring Equity and Access

Section 1. Every Student Succeeds Act Federal Title Grant Program

We do not directly receive any Federal Title Grants. Any services under these programs that we do receive are provided by Sheridan School District. Please see their Blueprint for Reentry for their plan. To the best of our ability, we will hold Sheridan School District accountable to the specification outlined in this section.

The remainder of this section is not applicable to Sheridan Japanese School's plan.

Section 2. Students protected under ADA and Section 504 Equity and Access to School Services, Programs, and Activities

2a. Design and Review of Section 504 Plans

Instruction Accessible for All Learners - SJS will comply with ADA visual accessibility requirements in all platforms.

Access to Assistive Technology - All students qualifying assistive technology will have access to the appropriate technology.

District Title Coordinator - SJS will work with SSD's Title services coordinator to provide all students who experience disabilities their Free Appropriate Public Education (FAPE).

Section 504 Teams - SJS will meet with all students receiving 504 services to review their plans and determine individual need for additional support in the 2020-21 school year.

2b. Required Health Services

SJS will work with the District to determine which students could benefit from telehealth services. The appropriate additional assessments or evaluations will be conducted. When services are deemed necessary, SJS will work with SSD to align and provide services via telehealth - when appropriate.

SJS will continue to follow all FERPA and HIPAA privacy requirements.

Section 3: Individuals with Disabilities Education Act (IDEA) Serving students Experiencing Disabilities

3a. Limited In-person Instruction for IDEA Services

At this time, SJS will not be providing any limited in-person instruction. However, our special education services are provided by Sheridan School District. Please see their plans for whether they will provide in-person instruction.

The rest of this section is not applicable to SJS's plan at this time.

3b. Cohorting and Least Restrictive Environment

At this time, SJS will not be placing students into cohorts as we will not be meeting students face-to-face for limited in-person instruction or in-home services.

3c. Evaluations and Eligibility

3d. Child Find and Referral

3e. Individualized Education Programs (IEP)

Conducting Evaluations - SJS will conduct any evaluations that were disrupted due to the extended school closure.

Child Find - If a student is found to be lacking skills due to the extended closure, SJS will follow the normal protocols in the Sheridan School District (SSD) for recommending a student for evaluation under the Child Find Manual. SSD handles all special education evaluations for our school. Please see their Blueprint for Reentry to determine their plans for coding, evaluation, eligibility, and IEPs.

3f. Specially Designed Instruction (SDI)

All SDI will be served. Any necessary changes to IEPs will be made in conjunction with Sheridan School District (SSD) as they service our special education students.

3g. Related Services Under IDEA

SJS will work with Sheridan School District (SSD) to review and update related services. Please see SSD's plan for related services under IDEA.

3h. Transportation as Related Service

3i. Secondary Transition Services

3j Progress Monitoring

3K Compensatory or Recovery Services

Sheridan School District (SSD) handles all of our special education services. Please see SSD's plan for information on transportation, secondary transition, progress monitoring, and compensatory or recovery services.

3l. Social and Emotional Behavior Supports

Impact of Extended School Closure - SJS will consider the impact of the extended school closure during the spring of 2020 when assessing need, altering instructional supports or adding supports to students regarding new or increased challenging behavior.

Room Clears - Though SJS will not be meeting face-to-face for in-person instruction, we will plan and adjust our protocols for room clears in order to maintain health and safety requirements.

1D. Services for Students During Comprehensive Distance Learning Continued -

Student Services - A majority of our services for all of our students will be teacher-facilitated.

Synchronous Learning - A majority of our services will be provided synchronously using online video/audio meetings, phone calls, and by collaborating on assignments using Google Enterprise features like break-out rooms and whiteboard.

Asynchronous Learning - We will also use some asynchronous learning opportunities - like the flipped classroom model, where teachers present a short 10-15 minute recorded lesson that students can access at

their convenience and watch repeatedly if necessary. These asynchronous lessons will be combined with our synchronous classes so that teachers can build on and assist in strengthening the knowledge gained in those asynchronous lessons. These lessons will be part of our regular educational experience and will not be considered to replace Special Education services.

Student Learning Growth - If our synchronous/asynchronous learning opportunities are not resulting in student learning growth, we will work with the student's parents and relevant team to provide alternative means by which the student can successfully access distance learning.

Access to General Curriculum - All students will have access to our general curriculum, teachers, educators, and peers as appropriate.

Research-based Design - SJS will use research-based design principles to improve access to learning for all students.

Family Engagement Activities - SJS will continue to engage in activities to engage our families during comprehensive distance learning. Please see *Partnering with Parents, Families, and Caregivers (4C)* below for more information.

Meet all Fiscal Requirements - SJS will meet all fiscal requirements for the 2020-21 school year.

Title I-A Basic Programs

Title III/Emergent Bilinguals - Language Instruction

SJS does not directly receive funding from these programs. All of our special education and bilingual language instruction is provided by Sheridan School District. Please refer to their Blueprint for Reentry. SJS will follow their guidance in these areas.

Students Protected under ADA and Section 504

Equity and Access to School Services, Programs, and Activities

Current 504 Plans - SJS will review all current 504 plans and adjust for Comprehensive Distance Learning as necessary. If necessary, the school team will meet with parents/guardians to develop or revise the 504 plans.

SJS will ensure that all accommodations and supports are available to students through all remote courses and remote learning experiences.

Individuals with Disabilities Education Act (IDEA)

Serving Students experiencing Disability

Sheridan School District provides services to our students experiencing disability. Please see SSD's Blueprint for Reentry regarding this section. SJS will adhere to their plan - including following all federal and state rules.

Students who Receive Talented and Gifted (TAG) Services

Tag Plans - SJS will review all TAG plans and adjust as necessary for CDL.

Identification & Services - SJS will ensure there is a process for TAG identification and services.

Opportunities for Acceleration & Curriculum Compacting - SJS will provide opportunities for educational acceleration and design learning experiences that allow for curriculum compacting, to reduce repetition of previously mastered materials.

SECTION TWO: Academic Conditions for Comprehensive Distance Learning

2A. Teaching and Learning

SJS will provide a virtual orientation to ensure all students and parents know and understand our virtual procedures and tools.

Student Asynchronous Training - For the 2019-20 school year we had created a class called SJS Foundation Academic Skills Training (FAST). This class taught the 20 skills we felt important for student success at SJS - like Google Suite skills, typing skills, presentation skills, note taking and study skills, and much more. Students worked through SJS FAST at their own pace while being supported by their teachers and peers. During our spring Distance Learning time, we added to SJS FAST offering videos on Google Meet, online protocols, office hours, Real-time experiences, etc. We will use this same program and format to train our students for CDL.

Parent/Family Asynchronous Training - We created an onboarding class for our parents/caregivers. This Google class walks adults who will be supporting our students at home through the essential parts of our Foundational Academic Skills Training (FAST). Caregivers learn all the features of Google Suites & Google Enterprise. Additionally, it walks through important aspects of our school - like grading, grade checks, technology agreements, etc.

Parent/Family Synchronous Training - Our director will offer several live online trainings for our parents/families during the month of August. After school starts, our director will offer evening office hours and *Dessert with Director* opportunities for one-on-one and question/answer time.

Meet Teachers - Before school begins, Homeroom teachers will reach out to each student and begin building a relationship with them. Additionally, our Director is doing Back-to-School conferences with each student and will assess any need to additional teacher - student connections. We recognize that many of our students struggle with anxiety and we will do our best to alleviate stresses related to starting school through relationship building.

Instruction -

- All instruction will be at or above grade-level standards.
- We will provide at least one synchronous opportunity for every student each day - though not necessarily for every course or content area).
- SJS will provide a well-rounded education and opportunities to fill learning gaps in services of grade-level and integrated learning experiences.
- SJS will provide consistent and timely feedback and documented assessment of learning toward academic content standards. We will leverage formative assessment-practices to grow student's ability for independent learning.
- All roles and responsibilities of educators, students, and families will be clearly defined.

2B. Instructional Time

SJS will meet the Division 22 instructional time rules for the 2020-21 school year as outlined in OAR 581-022-2320.

Schedule -

- Each class will meet online two times each week and engage in other teacher facilitated learning. This will give students one or more Real-time sessions each day.
- SJS students will also engage in applied learning opportunities not to exceed the maximum allowances.
- SJS students will be provided 2 hours of nutrition and wellness opportunities each day.

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- SJS will run a full educational model addressing grade level standards with both content and elective classes.
- Schedules will be clearly communicated to students, families, and staff. Any changes to those schedules will also be communicated in a timely manner.
- Our teachers will hold Support Hours (Office Hours) where students can pop in to meet with teachers for help and support.
- SJS will provide frequent and regular opportunities for students to interact with their teacher(s) and peers.
- Our students who receive special education services will have additional virtual meetings with our Special Education person. All SDI will be maintained.
- We will log all student interactions so that we can review data to determine who is not being met with and why.

2C. Grading, and Reporting Progress

Grading Policy - SJS will develop and implement an equitable grading policy for CDL.

Progress Monitoring - As part of our normal operating procedures, we progress monitor all students in grades 4-11 using STAR Reading and Math - we plan to continue using this program for progress monitoring, though we are unsure at this point what that will look like.

Progress Markers - Sheridan School District provides our ELD and SPED services. We create and monitor 504 plans. We will continue to evaluate goals and objectives based on progress markers for these students as expected in the guidance.

Reporting Progress - SJS sends out grade-checks on the first and third Monday of the month. We require parental/guardian confirmation of receipt of those grade-checks. This practice will continue during our CDL time.

Opportunities to Improve Learning - As in the spring, during our Distance Learning time, SJS will offer opportunities to redo, make up, try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.

2D. Statewide Assessments Balanced Assessment System

Summative Assessments - SJS is planning for student participation in summative assessments at required grade levels in English Language Arts, Math, and Science.

In-person Screening for English Learners (EL) - Sheridan School district provides our English Language Development (ELD) services - including assessment. We will continue to work with SSD to provide services to our ELD students.

SECTION THREE: Operational Conditions for Comprehensive Distance Learning

3A. Nutrition

Sheridan School District provides meal services to our school. Please see their plan for this requirement. We will do our part to support SSD during our CDL time.

Communication regarding the districts meal plan services will be communicated to SJS parents using our Weekly Update Newsletter.

3B. Attendance

Grades 4-5 - Attendance will be taken once a day.

Grades 6-12 - Attendance will be taking for each scheduled class that day.

Communicating Attendance Expectations - SJS will provide families with clear and concise descriptions of students' 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.

3C. Clubs and Extracurricular Activities

Our clubs and extra-curricular activities are open to all students, with the exception of OSAA sports. Due to OSAA guidelines for charter schools, those are only open to students who reside in the Sheridan School District. However, students who reside in other school districts have access to OSAA sports in their residential districts. We will ensure that the clubs and extra-curricular activities we are in charge of are accessible all of our students to the extent possible.

4A. Equity

SJS will comply with all Federal and State Civil Rights laws. As noted above, we are providing accommodations for students identified as Talented and Gifted (TAG), ELD, and Special Education. We do not receive any title fund grants.

Additionally, we are doing the following to address Equity in our school:

Commitment to Equity - SJS staff, students, and families will review and apply the school's equity stance, principles, and/or commitment. We will do our best to ensure that no student is subject to discrimination, as defined in ORS 659.80 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability.

Access to Learning - All of our classes, clubs, activities, and opportunities are open to all students - regardless. The only exception to this would be something that requires a prerequisite or prior training. For example, any high school student is welcome to join our advanced placement classes - there are no prerequisites required. However, a student could not join our Algebra 2 course without having first passed or shown proficiency in Algebra 1. If a student desires to take a course for which they do not have the required prerequisite or training, we will work with the student to help them acquire the training, skills, materials, or classes needed.

Technology - We surveyed all of our parents to determine home technology needs. SJS will provide any necessary technology to students. We are working with Online Northwest to provide free internet access to students who have poor or no internet connection.

Inclusion Club - Our school has a Beyond Differences club. This student run club is mentored by our staff. The club meets weekly and works to make everyone welcome and included in our school. Beyond Differences is already working to make our Comprehensive Distance Learning school as inclusive as possible. We will continue to foster and grow this group during our Comprehensive Distance Learning time.

Support for Native American Students - The Confederated Tribes of Grand Ronde's (CTGR) Youth Education Department works with us to provide educational support, transportation, and other services to our native American students. Each grade band is assigned a CTGR Youth Education employee to oversee and work with those students and coordinate services with us. SJS and the CTGR Youth Education team meet regularly throughout the year - and email a lot to make sure our Native American students are being supported. We

will continue to meet and work with the CTGR Youth Education program during our Comprehensive Distance Learning time.

4B. Mental, Social, and Emotional Health in Comprehensive Distance Learning

Safety, Belonging, & Health - At SJS we are working to ensure the safety, belonging, and mental health of each student as a foundation to learning. We recognize and value race, culture, gender, and sexual identity.

Care & Connection - We have prioritized care and connection in our CDL plan. We strive to make sure that each student is consistently connected to their teachers and peers. One way we will do this is by maintaining our Homeroom model during CDL. Each student in our school is a part of a Homeroom (think houses in Harry Potter). We will continue our Homeroom activities, competitions, and performances. We will also meet in grade-level bands (4/5, 6-7, and high school) to engage in our new *Friendzy* curriculum - see explanation below.

Health Education - We provide health education that includes social-emotional learning skills, including bullying, violence, sexual assault, and child abuse prevention as appropriate to each grade level. We typically do this in grade-level bands (4/5, 6-8, & high school). Our curriculum and practices meet the legal requirements of Erin's Law.

Daily Peer Interactions or Connection - Our schedule provides for daily opportunities for peers to interact and connect. We also set up supervised times throughout the week for students to interact virtually without the expectation of an assignment or school work. These are purely social interactions.

Comprehensive School Counseling Program - SJS will work with Sheridan School District (SSD) to implement a comprehensive school counseling program as outlined in the Comprehensive School Counseling Program guidance during Comprehensive Distance Learning.

In addition to predictable routines for building connection and a sense of belonging, we offer the following services to support our students:

Student Care Team - At our weekly staff meetings, the first 30 minutes are dedicated to our Student Care Team. This is a time to discuss students and come up with better ways to support and grow them. We have 88 students total and we try to discuss five to ten students each week. We do this through a lens of each students' strengths; this helps us maintain a positive and hopeful focus. Having our entire staff do this can bring to light things we did not know, or things we should watch for. It also helps us "see" our students through each other's eyes. We can watch for biases that may be getting in the way of working with that student. We maintain a spreadsheet of the students we discuss in Care Team so that we can watch for patterns, reflect on what has worked and what hasn't, and ensure that all students are brought to Care Team several times each year. The goal of Care Team is to communicate about our students, check our thinking, and provide for them the best education possible. We will continue to hold Student Care Team meetings each week during our Comprehensive Distance Learning time.

Students at the Center - In addition to this, before we make a change in our school, we filter that change through the story of several of our students. For example, when we created our Distance Learning plan and schedule last spring, each staff member picked a student from our school and ran through the schedule from that student's and family's perspective; we are small - 88 students and 11 staff, so it's easy for us to do this. We will continue to use this strategy during our Comprehensive Distance Learning time.

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Trauma Informed - Last year, we began training in Trauma Informed practices. We already have another all staff training planned for 2020-2021 school year - this year's training is focused on working with students who struggle with anxiety. Our student empathy data shows that many of our students are struggling with high anxiety - this has been exacerbated by the pandemic. We feel this training will be very impactful for our staff and our students.

PLC - Last year, we read *Dare to Lead* by Brene Brown as a staff. We began her *Dare to Lead: Daring Classrooms* program last year and are working to finish that in our PLC this year. After this book, we will commit to reading one of the recommendations from ODE on equity: *Culturally Responsive Teaching and the Brain: Culturally Sustaining Pedagogies: We've Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be*; or *How to Respond to Coronavirus Racism*.

SEL Curriculum - Our empathy data showed a high need for stronger SEL instruction. In response to this, we purchased the *Friendzy* curriculum - a social emotional learning program developed in Oregon. We choose this program because it aligns with our philosophy, teaches Casel's five Competencies for social emotional learning, and was created by Oregonians like us. We are rolling out *Friendzy* by grade level bands this fall. We will also use the language and knowledge gained throughout our Comprehensive Distance Learning program this year to better facilitate SEL in our school.

4C. Partnering with Parents, Families, and Caregivers

Back-to-School Conferences - Our director will hold a conference with each student and family before school starts. These will be done virtually and in a proactive way to engage families and learn about students' funds of knowledge and to identify strengths and needs for CDL.

Parent/Family Asynchronous Training - We created an onboarding class for our parents/families. This Google Class walks the adult who will be supporting our students at home through our Foundational Academic Skills Training (FAST) that our students also take. Adult supporters will learn all the features of Google Suites & Google Enterprise. Additionally, it walks through important aspects of our school - like grading, grade checks, technology agreements, etc.

Parent/Family Synchronous Training - Our director will offer several live online trainings for our parents/families during the month of August. After school starts, our director will offer evening office hours and Dessert with Director opportunities for one-on-one and question/answer time.

Virtual Conferences/Home Visits - According to the guidance, SJS will conduct virtual conferences/home visits four times a year (including our Back-to-School Conferences), honoring home language and providing translation if needed.

Policies - Our school policies have been rewritten to allow for telephone and electronic communication with students by appropriate personnel - teachers, staff, counselors, social workers, administrators, specialists, etc.).

Communication - [Rolls and responsibilities](#) during Comprehensive distance learning will be clearly communicated for staff, students, and families. When communicating, we will attempt to use multiple venues to ensure our parents receive information. Our director consistently sends a weekly update. We also have a phone-call system, social media, email, snail mail, phone calls, Zoom, Google Meets/Chats, and Remind (a messaging app).

"Visible" Administrator - Our director is visible in the following ways:

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- Video recorded Monday Message to start each week.
- Regular “Dessert with Director” meeting via evening Zooms to facilitate discussions and Q&A for parents/caregivers.
- Week day calls to families to check-in, take feedback, and assess needs.
- Weekly Update email to all students and families.

Office Hours - All staff will hold virtual office hours each week. Our brick and mortar office will be open 7:30-3:30 daily. Office hours will be posted on our website, our school calendar, our main door, and all Google Classrooms. Parents/caregivers can call or email the office to request translation services - one of our office administrators speaks Spanish - the only other language we have in our school aside from English.

Feedback - SJS will collect feedback data from students and families regarding their CDL experiences at least three times this year.

Special Education Services - Our district Special Education teacher will engage families a critical partner in designing and implementing special education processes to meet student needs and support student growth.

SECTION FIVE: Digital Learning Needs for Comprehensive Distance Learning

5A. Privacy and Security

SJS will pay close attention to FERPA, COPPA, CIPA and OSIPA Laws and look specifically for references to how student data is used.

SJS/SSD will maintain ownership of their data.

5B. Infrastructure

To the extent possible, SJS will provide reliable internet access for every student and every teacher - if not in their home, then another flexible solution will be provided. Online NW is working with us to get reliable internet access for all of our students.

5C. Devices for Comprehensive Distance Learning

To the extent possible, every student and teacher will have a reliable computing device capable of using our digital learning software and accessing the internet.

SJS will provide devices equipped with a filtering mechanism for compliance with the Children’s Internet Protection Act, and configured, with appropriate apps, that will be maintained.

5D. Software Systems for Comprehensive Distance Learning

Learning Management System (LMS) - SJS will use Google Enterprise as our LMS as we used the Google system prior to closing school last spring and we used it during our Distance Learning time last spring. Our students, parents and teachers are already familiar with this LMS. We have upgraded our system to Google Enterprise, giving our teachers more features to support student growth and learning.

Online Meeting Platform - Google Meets will be our online meeting platform for students and staff. Zoom will be our meeting platform for parents/caregivers as our Google Suite doesn’t allow for people outside of our domain to join our Meets/Chats.

5E Digital Content for Comprehensive Distance Learning

Digital Content - SJS will coordinate existing and new digital content in support of educator-facilitated learning.

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

Alignment - Content will align with academic content standards and ensure access to grade level or above content learning.

5F. Professional Learning & Training for Comprehensive Distance Learning

Professional Development - Currently, our staff is reading The Google Enhanced classroom, attending various online webinars, and reading additional materials to grow their pedagogy for online teaching. Additionally, we will start students one week later than normal to facilitate time for our teachers to engage in professional development focused on pedagogy in teaching online. Staff will also receive training on our new *Friendzy* curriculum. During our inservice week, we will go over our Blueprint for Reentry, all new policies and protocols, and create rules and expectations for new features like Whiteboards, break-out groups, and Live Streaming. These will be communicated to students and families in our onboarding trainings.

SECTION SIX: Preparing for Comprehensive Distance Learning

6A. Evaluating Strengths and Areas of Improvement

SJS staff spent the summer preparing for the 2020-21 school year. We started by reflecting on what worked and what didn't work in Distance Learning for All (DLA). We reviewed our SLA process and reflected on which students and staff were successful and which were not and why. We worked with our SJS families to identify areas of success to highlight and areas to improve.

6B. Planning for Comprehensive Distance Learning

We are still working on our plan. Staff return to work on August 24th. We will use the planning checklist provided in this section as we wrap up our planning.

6C. Specific Considerations for Offline Learning

SJS will consider offline learning that is appropriate for each students' needs.

We will consider how content gets to and from school in a manner that best supports each learner.

6D. Resources for Comprehensive Distance Learning

SJS will regularly refer to the Resource List for Comprehensive Distance Learning and we thank ODE for creating this amazing list.

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 are choosing to remain in Comprehensive Distance Learning until the Governor releases us to return to school as normal.

According to the ***Community COVID-19 Metrics for returning to in-person instruction***, we currently have students and staff coming from the following counties: Yamhill, Polk, Marion, and Clackamas. It will be very difficult for us to meet the metrics for face-to-face instruction and if we did, we could not afford the requirements stated in sections 1-3 of the *Ready Schools, Safe Learners* guidance, so maintaining our status as a Comprehensive Distance Learning school will provide our students and families the safest and most stable school experience.

Our goal is safety, consistency, and continuity for our students, families, staff, and school.

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