



**OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21**

Updated 2/19/2021

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model.*

1. Please fill out the following information for your school, district or program:

Information Needed	Your Response
Name of School, District or Program	Mosier Community School
Key Contact Person for this Plan	Interim Executive Director Janet Carter
Phone Number of this Person	541-478-3321
Email Address of this person	carterj@wasco.k12.or.us
Sectors and Position Titles of Those Who Informed the Plan	Janet Carter, Interim Executive Director/Principal Susan Vallie, Executive Secretary Kathy Mahn, D21 SPED Teacher, assigned to MCS Peggy Wolf, D21 Reading Specialist, assigned to MCS Nancy Malitz, 4th/5th Grade Teacher at MCS/MTA Representative Brittany Drewett, Mosier Middle School Math Teacher/MTA Representative

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

	Kacie Pugh, 3rd Grade Teacher at MCS Stephanie Kime, Office Secretary for MCS Jen Scotland, Mosier Middle School Science Teacher/MTA Representative Kate Cannon, MCS Kindergarten Teacher
Local Public Health Office(s) or Officer(s)	North Central Public Health District
Name of Person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Janet Carter, Interim Executive Director
Intended Effective Date for This Plan	March 15-June 4, 2021
Educational Service District Region	Columbia Gorge

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.

Type your response here (take as much space as you need):

Taking into consideration the diverse needs and perspectives of our students and families MCS gathered parent/guardian input through personal phone calls made by homeroom teachers and administration. Input was gathered regarding the successes and challenges with the distance learning from the last trimester of the 2019-20 school year, as well as feedback on preferences and comfort level for both in-person and distance learning for the 2020-21 school year. This information, along with staff interviews was utilized to inform planning for the upcoming school year.

Throughout the planning process MCS utilized an equity lens, keeping in mind the needs and challenges faced by our underserved populations who are disproportionately impacted by COVID-19.

**Friday, June 12, 2020** - All MCS Staff members were invited to participate in the first, of many to be scheduled, open dialogue Zoom Meetings regarding planning for the upcoming school year. This meeting was led by incoming Executive Director Dr. Dick Best. Eight employees attended; Support Staff, Teachers and the Assistant Principal participated.

**Friday, June 12, 2020** - The first meeting of a committee, made up of MCS teachers interested in assisting with the development of an online education plan for the school met. Incoming Executive Director Dr. Dick Best, Middle School Teacher Brittany Drewett and former Elementary Teacher Ryan Campbell were in attendance.

**Tuesday, June 16, 2020** - All MCS Staff members were invited to participate in a second open dialogue Zoom Meetings regarding planning for the upcoming school year. This meeting was led by incoming Executive Director Dr. Dick Best. Eleven employees attended; the MCS ELD Teacher, Support Staff, Teachers

(Classroom and PE) and the Assistant Principal participated. Four of those attending had participated in the previous session offered. **The week of June 15, 2020** - The incoming Executive Director solicited recommendations from staff, and Board Members, of those who they thought could be of assistance with making plans for a return to school by serving on a COVID Reentry Committee.

**The week of June 15, 2020** - The incoming Executive Director Dr. Dick Best met with staff (via phone), one on one, regarding the following, which he had asked them to consider. Participation was voluntary. 15 met with the incoming Executive Director.

Conversations were based around these Staff Survey Questions:

- My greatest hope for returning to work with students and colleagues is:
- My greatest concern for returning to work with students and colleagues is:
- What safety products, procedures or protocols could CGESD have in place that would help you feel safe?
- When you think about the changes in your work situation during our isolation in response to COVID, will you share with us your reflections on the following:
  1. What have you learned?
  2. What changes in the way you work would you like to keep the same?
  3. Is there anything you have questions about and/or want to learn more about?
- When you think about school starting at the end of the summer, what needs or questions do you have in the following areas?
  1. About your team and supervision and how you work together?
  2. About planning for the things you need to do to be successful in your role(s)?
  3. About how you will be successful in fulfilling your role(s)?
  4. Is there anything else you would like to share that would help us support you?

### **Wednesday, June 24, 2020**

#### **The first meeting of the MCS COVID Reentry Team was held.**

Those Serving on this committee:

- Dr. Dick Best, incoming MCS Executive Director
- Kathy Mahn, D21 SPED Teacher, assigned to MCS
- Peggy Wolf, D21 Reading Specialist, assigned to MCS
- Ryan Campbell, 4th/5th Grade Teacher at MCS
- Nancy Malitz, 4th/5th Grade Teacher at MCS/MTA Representative
- Brittany Drewett, Mosier Middle School Math Teacher/MTA Representative
- Kacie Pugh, incoming 2nd/3rd Grade Teacher at MCS
- Stephanie Kime, Office Secretary for MCS
- Susan Vallie, Executive Secretary for MCS
- Janet Carter, Assistant Principal/Dean of Students for MCS
- Jen Scotland, Monsieur Middle School Science Teacher/MTA Representative
- Kate Cannon, MCS Kindergarten Teacher

Prior to the first meeting, the incoming Executive Director had a phone conversation with each regarding expectations of the committee..

### **The Agenda for this first meeting:**

1. Review of current ODE Information
2. Identifying essential principles that will guide the work of the committee:
  - Addressing safety for students and staff.
  - Creating robust partnerships with parents
  - Impeccable communication
  - Providing a quality learning experience.
3. Review of a draft framework for reentry into school 2020-2021.
  - The draft proposed dividing students into A/B groups and conducting a hybrid model of education in the fall.
4. Setting up a meeting schedule and assignments for the following week.
  - Regularly scheduled meetings will take place on Tuesdays, from 10-11am. Ideally working committees will meet the hour prior.
  - Development of Working Committees:
    1. **Oversight Team**
      - Responsible for managing and directing the overall process.
      - Focused on the big picture
      - Ensuring that our guiding principles are reflected in our plans
    2. **Operations Team**
      - Responsible for dealing with the logistics and ensuring the health of students AND staff
      - Focused on procedures and protocols for how the school will operate.
      - Dealing with schedule, movement of students, room locations
    3. **Parent Communication Team**
      - Responsible for directing communication with parents
      - Completing the survey document to go out
      - Participating in connecting with parents directly
    4. **Academic Program Team**
      - Responsible for guiding the overall design for in-school and online learning
      - Identifying necessary professional learning for staff in implementing quality programs for scholars
      - Ensuring the quality of the instructional model in supporting the learning success of all scholars
      - Addressing the learning needs for all scholars, including those requiring additional help and support

**Wednesday, July 1, 2020**

**The second meeting of the MCS COVID Reentry Team was held.**

All Committee Members were present, with the exception of:

- Nancy Malitz
- Stephanie Kime

### **The Agenda for this meeting:**

- Review of Update from ODE
- School for ALL proposal
- Primarily Online proposal

- District 21 Update
- Working Teams/Guidelines
- Parent Communication
- Next Steps

#### **Initial Working Team Assignments:**

- **Oversight/Operations (combined)** - Janet, Peggy, Stephanie, Brittany, Kacie and Susan.
- **Parent Communication** - Brittany, Janet, Susan, Kate and Dick. MCS SPED Teacher Kathy Mahn and ELD Teacher Mareka Lawson, though not part of the reentry committee will be assisting with communication.
- **Academic Program** - Ryan, Kathy, Kate, Dick, Jen, Nancy

The Academic Program Committee and Oversight/Operations Committee both held Meetings immediately following the Reentry Committee meeting.

The Parent Communication Team will meet on Friday, July 3rd to develop questions for a Family Survey to be conducted the following week..

#### **The week of July 7th**

Teachers and Administration reached out to individual MCS family Members to gather information regarding successes and challenges of this past year, and to gather their thoughts regarding the upcoming year.

#### **Questions asked of each family, which was recorded on a spreadsheet for review:**

1. If their student had attended MCS in the spring, how they would describe the experience with the MCS online educational program.
2. After stressing how MCS would prioritize safety protocols, distancing, and emotional health of students for at school learning, and how there would be a prioritization of high quality and interactive learning for online education, information regarding the three education models MCS was exploring were shared. Families were then asked:
  - a. To identify which model they felt was the best fit for their student(s) and why.
  - b. If they preferred the same model for all MCS students in the household
  - c. What their concerns were regarding their model of choice.
  - d. What they considered would work well with their model of choice.
  - e. What concerns do you have about the other models being presented?
  - f. What it would take to make them feel safe/comfortable when sending their child back to school.
  - g. If, on an MCS bus route, if they planned on their student(s) riding the bus in the morning and/or afternoon?
  - h. If there were technology needs (hardware/internet) for the household to support student learning at home?

#### **The three models presented:**

- a) **Hybrid- A/B Model.** Students would come on campus two days a week and have comprehensive online learning the remaining three days a week. On-campus,

they would be in cohorts and remain in one classroom while teachers rotate room to room to provide instruction.

- b) **Comprehensive Online**- A highly improved online educational model that would have a daily schedule, attendance, live lessons, pre-recorded lessons, and individual check-ins with families.
- c) **At School**- Students would come on campus every day, stay in one classroom with one core teacher for their cohort. K-5 will be live lessons only, 6-8 will have a combination of online and live lessons.

### **Tuesday, July 7, 2020**

#### **The third meeting of the MCS COVID Reentry Team was held.**

All Committee Members were present.

#### **The Agenda for this Meeting:**

- Status of phone calls to parents
- Update from sub committees
- Update on D21's plans

The Academic Program Committee and Oversight/Operations Committee both held Meetings immediately following the Reentry Committee meeting.

### **Tuesday, July 14, 2020**

#### **The fourth meeting of the MCS COVID Reentry Team was held.**

All Committee Members were present, with the exception of:

- Nancy Malitz
- Jen Scotland
- Ryan Campbell, who has resigned from MCS to accept another position.
- Kate Cannon

#### **The Agenda for this Meeting:**

- Parent Survey Data Summarization - Trends from Parent Calls
- Review of draft document for families/community regarding new school year
- Key issues for Logistics and Academic Program Teams  
With Ryan Campbell leaving MCS, Kacie Pugh will take over as the lead for google classroom exploration and training.

The Academic Program Committee and Oversight/Operations Committee both held Meetings immediately following the Reentry Committee meeting.

**On Monday, July 20**, a parent communication was sent outlining an initial plan for the upcoming school year. This communication was also posted on the MCS Website.

#### **Update from the MCS Executive Director regarding our plans for the upcoming 2020-21 School Year - July 20, 2020**

#### **Actualización del Director Ejecutivo de MCS con respecto a nuestros planes para el próximo año escolar 2020-21 - 20 de julio de 2020**

### **Thursday, July 23, 2020**

#### **The fifth meeting of the MCS COVID Reentry Team was held.**

All Committee Members were present, with the exception of:

- Brittany Drewett

**The Agenda for this Meeting:**

- Review of Updates to the State Guidance for the upcoming school year
- Key issues for Logistics and Academic Program Teams

The Academic Program Committee and Oversight/Operations Committee did not hold individual meetings following this meeting.

**Tuesday, July 28, 2020**

**The sixth meeting of the MCS COVID Reentry Team was held.**

All Committee Members were present, with the exception of:

- Peggy Wolfe

**The Agenda for this Meeting:**

- Updates on our sponsoring district's Plans for fall reentry.
- Technology Plan Update.
- Key issues for Logistics and Academic Program Teams

The Academic Program Committee did not meet following this meeting. The Oversight/Operations Committee held a meeting immediately following the Reentry Committee meeting.

**On Friday, July 31st** a parent communication was sent outlining the most current plan for the upcoming school year. This communication was also posted on the MCS Website.

[Update from the MCS Executive Director regarding our plans for the upcoming 2020-21 School Year](#)

[Actualización del Director Ejecutivo de MCS con respecto a nuestros planes para el próximo año escolar 2020-21](#)

**The week of August 3rd, the Executive Director personally reached out to each MCS family to share the latest plans for Comprehensive Distance Learning for the Fall.**

**Wednesday, August 5, 2020**

**The seventh meeting of the MCS COVID Reentry Team was held.**

All Committee Members were present, with the exception of:

- Kate Cannon
- Jen Scotland
- Janet Carter

**The Agenda for this Meeting:**

- Key issues to be addressed with a move to Comprehensive Online instruction.

**On Monday, August 10th** a parent communication was sent outlining the most current plan for the upcoming school year. This communication was also posted on the MCS Website.

[Update from the MCS Executive Director regarding our plans for the upcoming 2020-21 School Year](#)

[Actualización del Director Ejecutivo de MCS con respecto a nuestros planes para el próximo año escolar 2020-21](#)



**Wednesday, August 12, 2020**

**The eighth meeting of the MCS COVID Reentry Team was held.**

All Committee Members were present, with the exception of:

- Nancy Malitz
- Stephanie Kime

**The Agenda for this Meeting:**

- Key issues to be addressed with a move to Comprehensive Online instruction, professional development for staff and training for students and families.

**Tuesday, August 18, 2020**

**The ninth meeting of the MCS COVID Reentry Team was held.**

All Committee Members were present, with the exception of:

- Jen Scotland
- Stephanie Kime
- Peggy Wolf
- Kacie Pugh

**The Agenda for this Meeting:**

- The continuation of addressing key issues to be addressed with a move to Comprehensive Online instruction, professional development for staff and training for students and families.

On Thursday, August 20, 2020 the Executive Director sent a parent communication outlining the start of the school year, and general schedule. This communication was also posted on the MCS Website

**MOSIER COMMUNITY SCHOOL SCHEDULE FOR THE BEGINNING OF THE 2020-21 SCHOOL YEAR**

**MOSIER COMMUNITY SCHOOL SCHEDULE PARA EL COMIENZO DEL AÑO ESCOLAR 2020-21**

On Wednesday, August 26, 2020 the Executive Director sent a parent communication with an updated start of the year schedule. This communication was also posted on the MCS Website.

**MOSIER COMMUNITY SCHOOL SCHEDULE FOR THE BEGINNING OF THE 2020-21 SCHOOL YEAR**

**MOSIER COMMUNITY SCHOOL SCHEDULE PARA EL COMIENZO DEL AÑO ESCOLAR 2020-21**

### **Transition to Hybrid Learning Preparation**

At grade level staff meetings, held on Wednesday, September 16, 2020, the Executive Director started to open dialogue regarding plans for a transition to hybrid learning with staff. A document was shared with staff to list concerns, and two zoom meetings scheduled for September 23rd and September 24th, for those who wanted to learn/hear more, or express their thoughts.

A Special Meeting of the MCS School Board was held on Tuesday, September 29, 2020. The purpose of this meeting was for the Executive Director to bring the board up to date on the progress made in preparing for a transition to hybrid learning for MCS students.



Draft Minutes of the September 29, 2020 Special Meeting of the Board  
Executive Directors Report 09292020  
MTA Report 09292020

On Wednesday, September 30, 2020 a Zoom Meeting was held for MCS staff members with representatives of the North Central Health Department. The reason for this meeting was to address concerns and answer questions the staff had regarding reentry.

Zoom Meetings for MCS families were held the two days following this board meeting to share thoughts, and answer questions regarding reentry plans. The second meeting included the presence of a translator regarding the plans so far.

An MCS Parent and Guardian Survey was distributed on Wednesday, September 30, 2020. The surveys were available in both English and Spanish and asked various questions regarding reentry plans.

On October 12, 2020 the Executive Director shared information regarding moving forward with plans to reopen; **October 12, 2020 - 12 de octubre de 2020**

On Tuesday, October 13, 2020 a survey, for Kindergarten families only, was sent regarding their thoughts on returning to in-person education. This survey was distributed in both English and Spanish.

On Thursday, October 15, 2020 a Zoom Meeting was held for Kindergarten families, where conversations were held.

The week of October 19, 2020 a letter was sent to Kindergarten Families of MCS stating plans for a reentry were put on hold, for now. Executive Director's letter to Kindergarten families in English and Spanish.

At the Tuesday, October 20, 2020, during the monthly meeting of the MCS Board of Directors the Executive Director gave an update on the status of the planning for the move to a Hybrid Model of Education.

Following the October 30, 2020 release of the updated Ready Schools, Safe Learners Guidance the Executive Director crafted a plan for a move to a hybrid form of education, which he shared with staff on Wednesday, November 4, 2020.

The week of November 9th newsletters announced how MCS was prepared to move into a Hybrid Model of Education for Students in grades K-2, starting the week of December 7th, as long as the health metrics remained good. **Newsletter for the week of November 9th - La semana del 9 de noviembre.**

On Thursday, November 12th a survey was sent to MCS families inquiring about their desire to have their students participate in a Hybrid Model of education, or if they would rather have them remain in a Comprehensive Distance Learning.

At the Tuesday, November 17, 2020 meeting of the MCS Board of Directors the Executive Director, after reviewing input from both MCS families and staff, recent state developments regarding the spread of COVID and much reflection, made the recommendation that plans for a move to a Hybrid model of education be put on hold until at least mid January. It was noted work will continue with regard to planning for a move to a Hybrid form of education, but for now, the school would continue CDL.

At the Tuesday, December 15, 2020 meeting of the MCS Board spoke with a clear and consistent voice as to the importance of prioritizing the return to in-school learning. They directed the Executive Director to develop a plan which will lay out a specific timetable for implementing such a reentry process beginning in January 2021. The Board agreed to hold a follow-up Board Meeting on Thursday, January 7th at which time they intend to approve a specific plan that outlines the details for making reentry a reality at MCS.

At a Special Meeting held on XX a draft plan for reentry

3. Place an X next to the Instructional Model to be used
  - a. On-Site Learning
  - b. Hybrid Learning **X**
  - c. Comprehensive Distance Learning
4. If you selected Comprehensive Distance Learning, you only have to enter information for the three parts under the heading Requirements for Comprehensive Distance Learning Operational Blueprint.
5. If you selected On-Site Learning or Hybrid Learning, you have to enter information for all sections under the heading Essential Requirements for Hybrid/On-Site Operational Blueprint and [submit online](#), including updating when you are changing the Instructional Model.

\* 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.

1. Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.  
Type your response here (take as much space as you need):
2. In completing this portion of the Blueprint you are attesting that you have reviewed the [Comprehensive Distance Learning Guidance](#). Please name any requirements you need ODE to review for any possible flexibility or waiver.  
Type your response here (take as much space as you need):
3. 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.  
Type your response here (take as much space as you need):

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

### **ESSENTIAL REQUIREMENTS FOR HYBRID OR ON-SITE OPERATIONAL BLUEPRINT**

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

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

Requirements of each section of the guidance are listed under their corresponding heading in the RSSL document. After each set of requirements, there is a prompt where you must enter the details of your On-Site or Hybrid plan that corresponds to that section.

### **Advisory Health Metrics for Returning to In-Person Instruction (Section 0 of the RSSL Guidance)**

#### Requirements for 0a. RETURNING TO IN-PERSON INSTRUCTION

- If your school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics; that is, the county is not in the On-Site (Green) or On-Site and Hybrid (Yellow) column (Section 0b); the school must offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID. [See guidance from the Oregon Health Authority.](#)
- If your school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the *advisory* metrics (Section 0b), the school must provide a Comprehensive Distance Learning Instructional Model option for students and families that choose to remain off-site. *For schools and districts that are required to comply with all sections (0-8) and supplements to this guidance, the remote option must comply with the requirements of the Comprehensive Distance Learning Instructional Model.* The school or district may determine the most beneficial way to staff this option, through partnership with other schools or ESDs or with staff who may be at more risk from COVID-19 or through other means.
- If your school is operating an On-Site or Hybrid Instructional Model and is located in a county that meets the *advisory metrics* (Section 0b), work with families to serve all students, even those 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.

Plan Details for 0a.

Please state which of the three scenarios above describes your school and then detail how your plan meets that requirement:

*Our school is operating an On-Site or Hybrid Instructional Model and is located in a county that meets the advisory metrics.*

### **Public Health Protocols (Section 1 of the RSSL Guidance)**

#### Requirements for 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

- Conduct a risk assessment as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(g\)](#). (OSHA has developed a [risk assessment template](#))
- Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.
- Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the [Oregon School Nurses Association \(OSNA\) COVID-19 Toolkit](#).
  - Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744\(3\)\(h\)](#).
  - OSHA has developed a sample [infection control plan](#).
- Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the **Ready Schools, Safe Learners** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
- Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
- 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.
- Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
- Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations.
- Provide all logs and information to the LPHA in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- 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. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
  - 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, district 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.
  - See supplemental guidance on LPHA/school partnering on [contact tracing](#).
  - Refer to [OHA Policy on Sharing COVID-19 Information](#)
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff ) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- 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.
- Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status](#) system.
- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

#### Plan Details for 1a.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

*Risk Assessment template completed by Interim ED Janet Carter*

MCS will adapt building specific protocols based on our sponsoring school district's [Communicable Disease Management Annex](#). *In addition, all staff will be encouraged, and supported, to adhere to the clear guidelines as outlined in the [Key Practices for Reducing the Spread of COVID-19 In Schools](#).*

Janet Carter, Interim Executive Director at MCS will be the designated person to implement and enforce physical distancing requirements that are consistent with ODE and OHA guidance. This information will be shared electronically with staff and posted on site.

*[Creation of anonymous suggestion box reviewed weekly by Office Secretary Stephanie Kime and communicated as needed for corrections.](#)*

See North Wasco County School District's [Communicable Disease Management Annex](#).

It will be the responsibility of the MCS Interim Executive Director to coordinate the training for all staff, and to ensure training for new hires will occur, and additional training takes place for all staff throughout the year, as needed.

MCS will defer to the North Wasco County School District's [Communicable Disease Management Annex](#).

MCS will refer to the North Wasco County School District's [Communicable Disease Management Annex](#) for specific COVID related protocols.

Any person exhibiting primary symptoms of COVID-19 shall not be admitted to campus. ODE has created this [Exclusion Summary Chart](#) to support compliance with these requirements.

Staff will greet students at assigned points of entry each morning. The purpose of this is to assist with social distancing and an orderly entrance into the building/s.

Exterior doors of the buildings will remain locked at all times. The only point of entry to the school will be made through the main entrance. A doorbell has been installed and notice posted with the office phone number for those who desire admission to the school.

Students arriving after the start of the school day will be greeted by office staff.

The CDC currently does not recommend schools conduct [symptom screening for all students](#) in grades K-12 on a routine (e.g., daily) basis.

Parents, caregivers, or guardians (“caregivers”) should be strongly encouraged to monitor their children for symptoms of infectious illness every day through [home-based symptom screening](#). Students who are sick should not attend school in-person.

Students displaying COVID-19 symptoms will be asked to return home or to report to the isolation room and sent home as soon as possible.

Students and staff will be directed to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms.

In the event of a presumptive or confirmed COVID-19 case in school our Communicable Disease partners at county health will provide guidance as we lead response efforts. MCS will follow our sponsoring district’s COVID-19 [Communicable Disease Management Annex](#). for Exposure or Case.

MCS families will be notified in a timely manner by letters/emails. MCS families will be provided in English and Spanish or other requested formats to ensure accessibility. MCS will refer to the [Planning for COVID-19 Scenarios in Schools](#) communication tool developed by ODE to assist with this.

MCS will follow ODE guidance and maintain individual and cohort information via a Cohort Daily Log. The log will be stored in the main office for four weeks.

The Daily Log system has been uploaded to the PowerSchool System.

The MCS Office will retain these logs, by cohort group, for a minimum of four weeks.

MCS will provide the local health authority with daily cohort logs and other information necessary to expedite contact tracing in the event of a possible closure.

MCS will develop a procedure for itinerant staff who move between buildings on the campus.

MCS will defer to the North Wasco County School District’s [Communicable Disease Management Annex](#) for guidance.

Janet Carter, the MCS Interim Executive Director will be responsible for providing updated information regarding the current instructional models and students counts for the report.

MCS will refer to the [Planning for COVID-19 Scenarios in Schools](#) communication tool developed by ODE to assist with this.

## Requirements for 1b. HIGH-RISK POPULATIONS

- Serve students in high-risk population(s) whether learning is happening through On-Site (*including outside*), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.

### Medically Fragile, Complex and Nursing-Dependent Student Requirements

- 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:
  - Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
  - Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
  - Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
- Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid](#).
- 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:
  - Communicate with parents and health care providers to determine return to school status and current needs of the student.
  - Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
  - Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
  - The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the [Oregon School Nurses Association](#).
  - Service provision should consider health and safety as well as legal standards.
  - Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](#).
  - Work with an interdisciplinary team to meet requirements of ADA and FAPE.
  - High-risk individuals may meet criteria for exclusion during a local health crisis.
  - Refer to updated state and national guidance and resources such as:
    - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
    - ODE guidance updates for Special Education. Example from March 11, 2020.
    - OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’



- OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

### Plan Details for 1b.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS will adapt building specific protocols based on our sponsoring school district's [Communicable Disease Management Annex](#).

All MCS staff and students will be given the opportunity to self-identify as in the high-risk population and/or living with a family member who is in the high-risk population.

STAFF - MCS Staff members may be assigned to on-line instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work). **Staff may also be provided leave options as outlined by the Oregon Bureau of Labor & Industries.**

STUDENTS - All MCS students identified as vulnerable, either by a physician, or parent/guardian notification, may be enrolled in online instruction.

- MCS Students who experience disability will continue to receive specially designed instruction.
- MCS Students with language services will continue to receive English Language Development.

VISITORS/VOLUNTEERS - Initially adults in the school will be limited to essential personnel only.

**For students who have health conditions that require additional nursing services, Janet Carter, Interim EDI at MCS will coordinate needed nursing services with [North Central Public Health District](#)**

**If applicable access to appropriate full, disposable PPE (fit-tested N-95 respirator, eye protection (face shield or goggles), gloves, isolation gown) will be school-provided for staff.**

### Requirements for 1c. PHYSICAL DISTANCING

- Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require **use of all space** in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.
  - Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.
- Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
- 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.

- Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

#### Plan Details for 1c.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS will adapt building specific protocols based on our sponsoring school district's [Communicable Disease Management Annex](#).

MCS has measured all classrooms, offices and common areas and will limit capacity to allow for 35 sq./ft. per person. MCS has posted occupancy limits on classrooms, offices and common areas. [Sample of Occupancy Signage](#).

#### Overall:

- All extra furniture has been removed from the classrooms to make room.
- Any fabric-covered furniture, pillows, etc. have been removed.
- Classrooms will be assigned to maximize physical distancing and minimize physical interaction.

#### Additional Considerations:

- Special Education Services will be planned and provided by District Staff, in collaboration with MCS Staff Members.
- A designated space at MCS will be available for specialists who are part of a student's Special Education Plan.
- Professional development and staff gatherings will be held virtually when possible.

MCS will strive to maintain six feet of space between individuals while supporting physical distancing in all daily activities and instruction.

Steps will be taken to minimize the time standing in lines and to ensure that six feet of distance between students is used when forming lines, to include marking spacing on the floor, one-way traffic flow in constrained spaces, etc.

When possible, MCS will establish cohorts of students using the same classrooms with the same teachers each day.

MCS will make efforts to restrict interaction between student cohorts; e.g. access to restrooms, activities, common areas, transitions.

MCS will make accommodations for students who will need additional support in learning how to maintain physical distancing requirements by providing instruction; rather than employing punitive discipline.

Professional development and staff gatherings will be held virtually when possible. When not possible, appropriate measures, and physical distancing, will take place to ensure the safety of those attending.

#### Requirements for 1d. COHORTING

- Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.
  - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.

- During the school day, students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week<sup>4</sup>, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.
- Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance).
- Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards<sup>5</sup>, and peers.
- Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

#### Plan Details for 1d.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Student desks/tables are arranged to allow ample spacing. Students will have assigned seating so students are in the same seat at all times.

Stable cohort groups will be developed and kept within outlined parameters.

MCS will follow ODE guidance and maintain individual and cohort information via a Cohort Daily Log. The log will be stored in the main office for four weeks.

Each class and hallway will have visual aids (e.g., cones, painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. Student breakfast will be served in the individual classrooms. Lunch will be served in the specified locations on campus with the required spacing and cohort groups.

Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently, in addition to all high touch areas.

Hand sanitizer and tissues will be available for use by students and staff.

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<sup>4</sup> The cohort limit is focused on the individual student's experience and their limit of 100 people includes every person they come into contact with in a cohort setting during the day, including staff. While the concept of cohorts and contact tracing still apply, the 100 person limit does not include contacts and cohorts outside the school day, such as transportation or after school program cohorts. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

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

MCS will follow ODE guidance and maintain individual and cohort information via a Cohort Daily Log. The log will be stored in the main office for four weeks.

Each class and hallway will have visual aids (e.g., cones, painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. **Student breakfast will be served in the individual classrooms. Lunch will be served in the specified locations on campus with the required spacing and cohort groups.**

Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently, **in addition to all high touch areas.**

Hand sanitizer and tissues will be available for use by students and staff.

## Requirements for 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

- Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.
- Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols ([see section 8b](#) of the **Ready Schools, Safe Learners** guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.
- Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(d\) and \(e\)](#).
- Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
  - The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
  - OSHA has developed a [model notification policy](#).
- Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
- Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- Provide all information in languages and formats accessible to the school community.

### Plan Details for 1e.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS will utilize our sponsoring school district's [Communicable Disease Management Annex](#) and ODE's [Planning for COVID-19 Scenarios in Schools toolkit](#) to help guide communications.

**Training will be completed with staff prior to re-entry during staff meetings.** All staff has completed the Covid Training Video from D21 School Nurse, safe school trainings on HIPPA and FERPA, as well as being required to become familiar with the MCS Covid/Hybrid Handbook, and we are conducting 2 1hr Covid Staff training in person meetings to further detail plans and gain feedback.

All required signing are posted in appropriate locations and in multiple languages

Additional training will be scheduled throughout the remainder of the year for updates and refreshers.

## Requirements for 1f. ENTRY AND SCREENING

- Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
  - Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
  - Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from CDC](#).
  - In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](#).
  - Emergency signs that require immediate medical attention:
    - Trouble breathing
    - Persistent pain or pressure in the chest
    - New confusion or inability to awaken
    - Bluish lips or face (lighter skin); greyish lips or face (darker skin)
    - Other severe symptoms
- Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.
  - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the **Ready Schools, Safe Learners** guidance) and sent home as soon as possible. [See table “Planning for COVID-19 Scenarios in Schools.”](#)
  - [Additional guidance](#) for nurses and health staff.
- Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. [See “Planning for COVID-19 Scenarios in Schools”](#) and the [COVID-19 Exclusion Summary Guide](#).
- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the [COVID-19 Exclusion Summary Guide](#).
- 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.

## Plan Details for 1f.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Any person exhibiting primary symptoms of COVID-19 shall not be admitted to the school campus. ODE has created this [Exclusion Summary Chart](#) to support compliance with these requirements.

In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](#).

The exterior doors of the school buildings will remain locked at all times. Only staff, students and essential personnel will be admitted. Signage explaining this, and how someone may contact the office, will be posted.

Deliveries for the school will only be accepted via the side gym door where items will be left for distribution. Specific directions regarding this will be communicated to vendors

### **Screening Students:**

All classes and staff will enter the building through designated outside doors; the classroom teacher will conduct a visual screen for the appearance of symptoms.

### **Student Screening:**

Students should not come to school when the screening indicates that a student may be symptomatic, the student will be directed to the office.

Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, and/or students will utilize classroom stations to wash hands.

There are transportation specific screening protocols that must be followed. See section 2i for more information.

### **Screening Staff:**

Staff will be provided with a [list of symptoms](#) and self-screen prior to arrival at school.

Staff who have symptoms compatible with COVID-19 should remain home and report their illness symptoms to the Executive Director.

Staff will be required to report to the Executive Director when they may have been exposed to COVID-19.

Staff who become ill at school shall immediately report to the Executive Director (or designee) and should be dismissed to home if symptoms are excludable.

### **Ongoing:**

Weekly Note: Reminders to parents to report actual symptoms when calling students sick as part of communicable disease surveillance.

Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever (of greater than 100.4), cough, shortness of breath, sore throat, headache) are improving.

MCS will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.

In addition to COVID-19 symptoms, students and staff will be excluded from school for signs of other infectious diseases, per existing school policy and protocols

Parents/guardians shall provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

MCS will maximize video and telephone meetings between parents/guardians for conferences and other meetings with MCS staff.

Upon entry to the any MCS School Building/and or room, everyone will be expected to wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

### Requirements for 1g. VISITORS/VOLUNTEERS

- Restrict non-essential visitors/volunteers.
  - Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.
  - Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.
- Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the [COVID-19 Exclusion Summary Guide](#).
- Visitors/volunteers must wash or sanitize their hands upon entry and exit.
- Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the **Ready Schools, Safe Learners** guidance.

### Plan Details for 1g.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only

Volunteers will be encouraged to support teaching and learning by performing projects at home or other locations.

Volunteers will be encouraged to pick up/return materials for requested classroom or office projects outside of the schools main entry.

Non school personnel will schedule work outside student contact hours.

All visitors will be screened for symptoms upon every entry and restricted from school property if they have been exposed to COVID-19.

Visitors must wash or sanitize their hands upon entry and exit.

Visitors must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.

Video/telephone meetings for parent/caregiver/guardian-teacher conferences and other meetings will be held.



## Requirements for 1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

- Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
- Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers informed by [CDC guidelines for Face Coverings](#). Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.
- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative only when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
- Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
  - Provide space well away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute or less "sensory break;"
    - Students must not be left alone or unsupervised;
    - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
  - Provide additional instructional supports to effectively wear a face covering;
  - Provide students adequate support to re-engage in safely wearing a face covering;
  - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
  - [Additional guidance](#) for nurses and health staff.

### Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance

- If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
  - Offering different types of face coverings and face shields that may meet the needs of the student.
  - Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
  - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
  - Additional instructional supports to effectively wear a face covering.
- For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.

- Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
  - If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.
    2. Not make placement determinations solely on the inability to wear a face covering.
    3. Include updates to accommodations and modifications to support students in plans.
  - For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.
    2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
      - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
      - If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.
    3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.

Plan Details for 1h.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS will defer to the most current [OHA definitions and specifications](#).

And will adapt building specific protocols based on our sponsoring school district's [Communicable Disease Management Annex](#).

MCS will ensure that all staff, students **and visitors will** have access to usable face coverings.

If a staff member or student requires an accommodation for the face covering/Shield requirements MCS will work to limit the staff or student's proximity to others to the extent possible to minimize the possibility of exposure.

**Face coverings should be worn both indoors and outdoors, including during outdoor recess.**

**Group mask breaks" or "full classroom mask breaks" are not allowed**

MCS will provide staff, students and families regular reminders regarding face covering prodacalls.

PPE is available in the isolation rooms.

## Requirements for 1i. ISOLATION AND QUARANTINE

- Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.
- Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the [COVID-19 Exclusion Summary Guide](#).
  - Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow a plan for building isolation.
  - Consider required physical arrangements to reduce risk of disease transmission.
  - Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
  - [Additional guidance](#) for nurses and health staff for providing care to students with complex needs.
- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
  - School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.
  - After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
  - If able to do so safely, asymptomatic individuals shall wear a face covering.
  - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a healthcare 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. Refer to table in [“Planning for COVID-19 Scenarios in Schools.”](#)
- 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.
- The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

#### Plan Details for 1i.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS will defer to our sponsoring school district’s [Communicable Disease Management Annex](#) for appropriate isolation determination and processes.

The MCS ED (or designee) will connect weekly with the District Assigned School Nurse on updates for plan and isolation measures taken to that point.

All MCS students who become ill at school with excludable symptoms will remain at school, in the designated isolation area, supervised by staff until parents can pick them up on the front steps of the school. Students will wear/be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.

While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.

Staff will maintain student confidentiality as appropriate.

Daily logs will be maintained containing the following:

- Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and
- Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs

MCS Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school.

**MCS will follow the OHA Guidance for Quarantine to determine when they are able to return.**

### Facilities and School Operations (Section 2 of the RSSL Guidance)

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

#### Requirements for 2a. ENROLLMENT

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

- Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.
- The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
  - The ADM enrollment date for a student is the first day of the student's actual attendance.
  - A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.
  - If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance.
  - Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.
- If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
- When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.
- When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

#### Plan Details for 2a.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

All students will be enrolled following the Oregon Department of Education guidelines.

Systems to track the frequency and type of communication used to engage students and families, including beyond 10 consecutive absent days will be maintained by the school's Interim ED, Janet Carter.

## Requirements for 2b. ATTENDANCE

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

- Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.
- Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.
- Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.

### Plan Details for 2b.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Attendance will be taken following ODE guidance.

Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.

Tracking of student and staff attendance and absenteeism rates

1. The Interim ED and Office Secretary will be responsible for tracking attendance and absenteeism rates for both students and staff.

A. Weekly trends will be reported to the Interim Executive Director

B. Should a noticeable increase in absenteeism (20%+) it will immediately be reported to the Interim Executive Director.

## Requirements for 2c. TECHNOLOGY

- Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the **Ready Schools, Safe Learners** guidance).
- Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.
- If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.

### Plan Details for 2c.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS will adapt building specific protocols based on our sponsoring school district's [Continuity of Operations Annex](#).

MCS staff will clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution

MCS will continue Google Classroom work to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); include options for digital learning and provision for non digital distance learning where internet and computers will not be available.

MCS will maintain family information about the numbers, types, and condition of devices used in their homes to support remote learning.

MCS will regularly update and share the list of all the software and student-facing technology solutions with families.

MCS will plan for adequate technology at home for off-site working, teaching, and learning.

MCS will review technology policies and data privacy policies and will update as appropriate.

MCS will establish a family and educator technical support/help desk to support the use of technology

## Requirements for 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

- **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.
- **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
- **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
- **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
- **Personal Property:** Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).

### Plan Details for 2d.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- Handwashing:
- Equipment:
- Events:
- Transitions/Hallways:
- Personal Property:

MCS will adapt building specific protocols based on our sponsoring school district's [Communicable Disease Management Plan Annex](#).

- **Handwashing:** MCS will provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.



- **Equipment:** All classroom supplies and PE/Recess equipment will be cleaned and sanitized before use by another student or cohort group.
- **Safety Drills:** During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures.
- **Events:** Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format.
- **Transitions/Hallways:** Hallway traffic direction marked to show travel flow.
- **Classroom line up:** MCS students line up in cohort classes outside and/or in the gym in designated areas, keeping more than 6 feet between cohort groups. Line up areas are to be marked with visual cues to indicate adequate physical distance.
- **Personal Property:** Each classroom will have a limit on the number of personal items brought in to school.

A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.

**\*Restrooms:** Each cohort will have designated restroom schedules alleviating waiting and large groups. The restrooms will be cleaned multiple times throughout the day.

## Requirements for 2e. ARRIVAL AND DISMISSAL

- Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
- Create schedule(s) and communicate staggered arrival and/or dismissal times.
- Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).
- Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
  - 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.
- Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.

## Plan Details for 2e.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS will adapt building specific protocols to ensure physical distancing, stable cohorts, square footage and cleaning requirements are being maintained during arrival and dismissal.

MCS Students will have staggered/staged drop-off and pick-up times/locations by cohort/ grade level.

Classes will enter through designated exterior doors.

Each teacher will use a sign-in/sign-out protocol to help facilitate contact tracing.

MCS Staff will fill in the information and not allow a shared pen/paper.

Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out.

Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.

MCS will share with families the need to keep drop-off/pick-up interactions as brief as possible.

MCS will mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.

## Requirements for 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

- **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.
- **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.
- **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.
  - Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

### Plan Details for 2f.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- Seating:
- Materials:
- Handwashing:

MCS will adapt building specific protocols based on our sponsoring school district's [Communicable Disease Management Annex](#).

- **Seating:** MCS will rearrange student desks and tables to at least six feet apart; assign seating so students are in the same 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 frequently. Hand sanitizer and tissues will be available for use by students and staff.

MCS will develop protocols which will allow the distribution of [classroom library materials](#).

- **Handwashing:** MCS will post age appropriate signage and provide regular reminders for hand washing **and respiratory etiquette**.
- **Respiratory Etiquette:** School staff will consistently teach and reinforce the need for ongoing respiratory etiquette. Students will be instructed to cover coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately.
- **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.

- **Seating:** Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.
- **Environment:** All rooms have Air Filtration units placed in them and will be on 1 hour before class time. 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.

## Requirements for 2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

- 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](#)).
- After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.
- Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance).
- Maintain physical distancing requirements, stable cohorts, and square footage requirements.
- Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
- Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.

### Plan Details for 2g.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS will adapt building specific protocols based on our sponsoring school district's [Communicable Disease Management Annex](#).

Classes may use the playground for recess on a staggered schedule throughout the school day.

Each elementary classroom will be provided with a "Ball Bag". This bag will contain class specific balls, jump ropes, etc. which may be used during recess. "Ball Bags" are not to be shared with other classes **and should be cleaned and disinfected at least daily in accordance with [CDC guidance](#)**.

**Playground equipment is solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection.**

Students must wash hands, or use hand sanitizer, before and after using playground equipment.

During inclement weather, classes may use the gymnasium for recess if/when available. If the gymnasium is not available, students can have recess in their classroom.

Cleaning requirements must be maintained; refer to section 3j.

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

Lunch break activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of cohorts in one area, at one game, etc.

MCS Staff will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

## Requirements for 2h. MEAL SERVICE/NUTRITION

- Include meal services/nutrition staff in planning for school reentry.
- Prohibit self-service buffet-style meals.
- Prohibit sharing of food and drinks among students and/or staff.
- At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.
- Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the **Ready Schools, Safe Learners** guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.
- Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning and disinfection of tables between meal periods.
- Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

### Plan Details for 2h.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS will adapt building specific protocols based on our sponsoring school district's [Communicable Disease Management Annex](#).

Cafeteria staff will deliver meals to individual classrooms.

All meals will be eaten in the assigned spaces. All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, they will follow outline hallway and restroom procedures or use hand sanitizer..

Students will not share utensils or other items during meals. Each table/desk will be cleaned prior to meals being consumed.

At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.

Since staff must remove their face coverings during eating and drinking, staff must eat snacks and meals independently, and not in staff rooms when other people are present. MCS will consider staggering times for staff breaks, to prevent congregation in shared spaces.

## Requirements for 2i. TRANSPORTATION

- Include transportation departments (and associated contracted providers, if used) in planning for return to service.
- Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the **Ready Schools, Safe Learners** guidance).
- Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
  - Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
  - If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
    - The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
    - The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
  - If arriving at school, notify staff to begin isolation measures.
    - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- 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.
- Per federal guidance, drivers must wear properly fitting face coverings at all times. A face shield or goggles may be worn to supplement a properly fitting face covering. Please refer to [the CDC order](#).

- 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).
- Face coverings for all students, applying the guidance in section 1h of the **Ready Schools, Safe Learners** guidance to transportation settings. This prevents eating while on the bus.
- Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

#### Plan Details for 2i.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS will adapt building specific protocols based on our sponsoring school district's [Transportation plan/requirements](#), and [Communicable Disease Management Annex](#).

When unloading and loading the buses at MCS social distancing guidelines will be adhered to.

In Addition to District Wide communication regarding transportation guidelines MCS will also provide information, and reminders on a regular basis to school families.

● If a student displays symptoms before boarding or after boarding the bus the student will be provided proper PPE (facial mask, face shield) and be placed in an isolation seat clearly marked and kept six (6) feet from other students.

- Continue transporting the student
- Document on daily contact tracing log and notify transportation supervisor.
- If arriving at school, notify the school of attendance so staff may begin isolation measures.
- If transporting for dismissal and the student displays an onset of symptoms, notify the school.

Transportation staff will be sanitizing high touch points (complete driver's compartment, seats and seat backs, handrails & windows) each day following AM routes. Once per day the facilities department will be using an electrostatic disinfection system on each bus.

A team consisting of school staff and transportation staff will consult with families of students who will need additional support on the bus (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.

#### Requirements for 2j. CLEANING, DISINFECTION, AND VENTILATION

- Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ([CDC guidance](#)) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.
- Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.
- Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.
- To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these

with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.

- Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)
- Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
- All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
- Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- 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](#)).

#### Plan Details for 2j.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Maintenance staff will follow outlined cleaning protocols based on those developed by our sponsoring district as outlined in their [Communicable Disease Management Annex](#).

### MCS Cleaning Protocols

#### Procedures for MCSt-Owned Devices Cleaning

Cleaning protocols will be explained and monitored by an adult supervisor appropriate to the environment. Educators shall disinfect classroom surfaces daily.

#### **STEPS:**

1. Obtain fresh cleaning wipes (approved for electronics preferred).
2. Wipe all touchable surfaces on the electronic device including but not limited to keyboard, mice, attached peripherals, touch screens, rims of monitors, printers, other output devices.
3. Wipe touchable desk area in the area of the device.
4. Wipe areas touched by user when leaving the workstation or changing users.

#### **Courses of Action:**

- Custodial staff will inventory hand washing, hand sanitizing, and cleaning supplies and notify the Director of Facilities of inventory counts and needs.



- Ensure custodial staff has appropriate training on proper cleaning and disinfecting of work and play areas.
- Custodial staff will clean and disinfect all high frequency touch surfaces such as doorknobs, tabletops, telephones, and computers daily.
- Ensure teaching and support staff have training on and access to proper disinfecting supplies.
- Teaching and support staff will use provided cleaning supplies to wipe down high touch surfaces during the school day.
- Hand sanitizing stations will be made available at the main entrances of each school building with signs instructing people to sanitize their hands upon entering the building.

Mosier Community School  
Custodian's Daily Cleaning Schedule

5:00-7:30 a.m.

- Fog all buildings, including classrooms and bathrooms, with EPA approved non-toxic disinfectant for Covid-19
- Turn on all air filter units in all classrooms
- Disinfect all high touch surfaces throughout the buildings
- Clean and disinfect all bathrooms
- Vacuum daily and mop as needed
- Empty all trash and recycling throughout all buildings

7:30-10:30 a.m.

- Maintenance, grounds and repairs

10:30-12:00 p.m.

- Clean and fog all bathrooms
- Disinfect all high touch surfaces in all buildings

12:30-1:30 p.m.

- Fog all classroom recess equipment
- Sweep and mop gym floor and stage after lunch
- Empty all lunch receptacles

Available as necessary for staffing needs

## Requirements for 2k. HEALTH SERVICES

- OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.
- Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).

Plan Details for 2k.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS will adapt building specific protocols based on our sponsoring school district's Communicable Disease Management Annex.

MCS will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion.

MCS will practice appropriate communicable disease isolation and exclusion measures.

Staff will participate in required health services related training to maintain health services practices in the school setting. COVID-19 specific infection control practices for staff and students will be communicated.

Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations.

Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students.

Information for immunization clinics will be provided to families.

Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

## Requirements for 2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

- Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:
  - Contact tracing
  - The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.
  - Quarantine of exposed staff or students
  - Isolation of infected staff or students
  - Communication and designation of where the “household” or “family unit” applies to your residents and staff
- Review and take into consideration [CDC guidance](#) for shared or congregate housing:
  - Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
  - Ensure at least 64 square feet of room space per resident
  - Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
  - Configure common spaces to maximize physical distancing;
  - Provide enhanced cleaning;
  - Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

### **Exception**

- K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the **Ready Schools, Safe Learners** guidance) may operate, in consultation with their Local Public Health Authority, provided that:
  - They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the **Ready Schools, Safe Learners** guidance and any other applicable sections, including Section 2L of the **Ready Schools, Safe Learners** guidance.

- o The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
- o There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- o Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
  - Limit travel to essential functions.
  - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- o Any boarding students newly arriving to campus will either:
  - Complete a quarantine at home for 14 days\* prior to traveling to the school, OR
  - Quarantine on campus for 14 days.\*
    - A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).
- o Student transportation off-campus is limited to medical care.

#### Plan Details for 2l.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

NOT APPLICABLE

#### Requirements for 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

- In accordance with [ORS 336.071](#) and [OAR 581-022-2225](#) all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.
  - o At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
  - o Fire drills must be conducted monthly.
  - o Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
  - o Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.
- Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same

routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.

- When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- Drills shall not be practiced unless they can be practiced correctly.
- Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

#### Plan Details for 2m.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS recognizes the importance of instructing students on emergency procedures and practicing drills on-site when students are in the buildings.

Once students return to in-person education Fire drills must be conducted monthly, with the first one taking place within 10 days after students have returned to school. .

Earthquake and safety threats drills will each be conducted two times a year.

If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.

Training of staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to face engagement will take place.

When on a hybrid schedule, multiple drills will be conducted each month to ensure all cohorts of students have opportunities to participate in drills.

Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

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

- Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.
- Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
- Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different

antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.

- Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.

#### Plan Details for 2n.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Interim Executive Director Janet Carter will work with the Student Success Team to anticipate and counsel both staff and students about stress reactions.

De Escalation room for K-5 will be located in Kathy Mahn's room.

De Escalation room for MS will be located in North Gismo.

#### Requirements for 2o. PROTECTIVE PHYSICAL INTERVENTION

- Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the *Ready Schools, Safe Learners* guidance). Single-use disposable PPE must not be re-used.

#### Plan Details for 2o.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS will defer to the protocols our sponsoring school district has in place for Physical Intervention.

### Response to Outbreak (Section 3 of the RSSL Guidance)

#### Requirements for 3a. PREVENTION AND PLANNING

- Review the "[Planning for COVID-19 Scenarios in Schools](#)" toolkit.
- Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.

#### Plan Details for 3a.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS will adapt building specific protocols based on our sponsoring school district's [Communicable Disease Management Annex](#) and [ODE's Planning for COVID-19 Scenarios in Schools](#) toolkit.

Review procedures to take place in the event that there is a single positive case or a cluster of cases of COVID-19, MCS will partner with the LPHA, to work on ongoing COVID-19 mitigation efforts.

MCS will:

- Follow school board policies for Communicable Disease.
- Coordinate communication with the local health authority and communicate with approved language to stakeholders.

- If the region impacted is in Wasco County, the local health authority will provide school-centered guidance and direction for MCS.
- Work with LPHA to establish timely communication with staff and families.
- MCS will follow the established plan from the local health authority concerning reportable cases.
- Assess technology resources and plan for rapid deployment.
- Assess levels of supplies that will be needed in case of an outbreak.
- Check insurance coverage for contingencies such as school closures and high employee absenteeism.
- Explore the implications for mass and extended individual employee absences, and instruction during school closings
- Plan for substitutes/coverage for all positions. Address any needed sick leave exemptions or waivers.
- Coordinate with health insurance carriers regarding any anticipated challenges with the widespread use of health insurance benefits.

### Requirements for 3b. RESPONSE

- Review and utilize the [“Planning for COVID-19 Scenarios in Schools”](#) toolkit.
- Ensure continuous services and implement Comprehensive Distance Learning.
- Continue to provide meals for students.

### Plan Details for 3b.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS will adapt building specific protocols based on our sponsoring school district's [Communicable Disease](#)

[Management Annex](#) and ODE's [Planning for COVID-19 Scenarios in Schools”](#) toolkit.

In the event of an outbreak, MCS will:

- Coordinate with the local health authority for any outbreak response.
- If anyone who has been on campus is known to have been diagnosed with COVID-19, MCS will report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.
- MCS will report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.
- When cases are identified in the local region, a response team will be assembled within the region.
- MCS will modify, postpone, or cancel large school events as coordinated with the local health authority.
- If school is closed, the [Distance Learning Plan](#) will be implemented for all staff/students.
- MCS will continue to provide meals for students in the event of a closure.

MCS will share and implement precautionary measures called for by the state and LPHA and communicate them to staff, students, and families. the CDC recommends:

- Avoid close contact with people who are sick.
- Avoid touching your eyes, nose, and mouth.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.
- Follow the CDC's recommendations for using a facemask.
- Remind all to wash hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60 percent alcohol. Always wash hands with soap and water if hands are visibly dirty.

The Executive Director will prepare for possible increased number of employee absences due to illness in employees and their family members, and for dismissals of school due to high levels of absenteeism or illness.

MCS will review policies and procedures that may come into play, such as:

- Student and employee absences due to illness (should “perfect attendance” procedures be amended?),
- School closures based on public health concerns,
- Emergency management plans, and
- Non-discrimination policies

MCS will emphasize the need to remain vigilant against stigma due to perceived race, national origin, or recent travel. Foster a supportive environment free from rumors or associations of a virus with a specific population.

MCS will prepare materials including symptoms lists, student absence protocols, communications plans, communications procedures with parents in the event of school closures, and the like.

MCS will coordinate with D21/ODE about the possibility of mass student or staff absences. (Flexibility on requirements for student attendance days, promotion requirements, and staffing requirements).

Working with the LPHA, MCS will determine when school closures are indicated based on a set percentage of staff and student absenteeism as recommended by local and state public health authorities.

- Establish distance learning options for students if available for extended school closures.
- Address how staff will be informed about expectations for student home-based academic work.
- Coordinate with D21/ODE about the possibility of school closings. How will attendance days and/or virtual class time be counted?
- Explore teaching monitoring or ensure education remains on track in case of school closings; recruit parents to assist in the delivery of educational services to their children.
- Coordinate with D21/local health and welfare agencies to ensure children receiving free and reduced-price meals continue to receive nutrition usually supplied at schools.
- Address how the school can provide information and support to families in need of services when schools are closed.
- Determine under what conditions schools will reopen.

Identify and seek state and federal emergency relief, grants, and funding flexibility available to address unexpected needs, and recovery efforts.

Coordinate with local health authorities about expectations to utilize school facilities for emergency services.

Obtain any needed equipment and supplies.

Create clear communication for staff and families for potential quarantine expectations related to school closures. Work with public health officials for effective communication strategies. *Sample letter*

### Requirements for 3c. RECOVERY AND REENTRY

- Review and utilize the [“Planning for COVID-19 Scenarios in Schools”](#) toolkit.
- Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.
- When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

### Plan Details for 3c.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

MCS will adapt building specific protocols based on our sponsoring school district's [Communicable Disease Management Annex](#) and [ODE's Planning for COVID-19 Scenarios in Schools](#) toolkit.

MCS will plan instructional models that support all learners in temporary distance/remote learning.

Staff, or contractors, will clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.

Staff will communicate with families about options and efforts to support returning to On-Site instruction.

MCS will follow local health authority guidance to begin bringing students back into On-Site instruction.

MCS will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

MCS will continue to offer instructional models that support all learners in On-Site or Hybrid and Comprehensive Distance Learning.

### **ASSURANCES**

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

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

This section does not apply to private schools.

Let us know whether statement 1 or statement 2 applies to your school plan by typing "Yes" after the prompt that follows the correct statement:

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

Does statement 1 apply to your school? YES

2. We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
  - o Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
  - o The [Comprehensive Distance Learning](#) guidance,



- o The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
- o [Planning for COVID-19 Scenarios in Schools](#)

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

Does statement 2 apply to your school? NO

### **Assurance Compliance and Timeline**

If a district/school cannot meet any of the requirements from the sections listed below, provide a plan and timeline to meet the requirement:

- Section 4: Equity
- Section 5: Instruction
- Section 6: Family, Community, Engagement
- Section 7: Mental, Social, and Emotional Health
- Section 8: Staffing and Personnel

Please type below which requirements cannot be met and the plan and timeline to meet them. Be sure to include how and why the school is currently unable to meet them.

School’s response:

N/A