



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 9/23/2020

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.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Muddy Creek Charter School
Key Contact Person for this Plan	Laura Foley, Executive Director
Phone Number of this Person	541-752-0377
Email Address of this Person	<a href="mailto:laura.foley@muddycreekcharterschool.org">laura.foley@muddycreekcharterschool.org</a>
Sectors and position titles of those who informed the plan	Laura Foley, Executive Director Jeff Cygan, Facilities Barb Holt, Retired Teacher Jennine Livengood, Office Manager James Anderson, Director of ICP Board Jamie Hahn, Member of ICP Board Lester Oehler, Member of ICP Board
Local public health office(s) or officers(s)	Benton County Health Department (BCHD) Benton County: Paula Felipe, Program Assistant Email: <a href="mailto:Paula.Felipe@co.benton.or.us">Paula.Felipe@co.benton.or.us</a> Phone: 541-766-6766

<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.

Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Laura Foley – <a href="mailto:laura.foley@muddycreekcharterschool.org">laura.foley@muddycreekcharterschool.org</a>
Intended Effective Dates for this Plan	September 9, 2020 – Until Revised (per Guidance <a href="#">Ready Schools, Safe Learners 9/8/20</a> : Schools may iterate and improve the blueprint during the school year. Review of the Operation Blueprint for Reentry will occur regularly, at least monthly. Reviews will include information gathered through local real-time efforts along with changes in this guidance as it is updated with new versions.)
ESD Region	Linn Benton Lincoln

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.

With a desire to support the diverse needs of students, families, and employees of Muddy Creek Charter School, equity has been our main focus. All families within the Muddy Creek Charter School community have had two opportunities to provide feedback via online surveys indicating preferences and comfort level for both in-person and distance learning for the 2020-21 school year. Families have been invited to ask questions and provide feedback at two board meetings. Staff and families have also provided individual feedback and input via email.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning      ☒ Hybrid Learning      ☐ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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

N/A

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

N/A

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.

N/A

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

# ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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



## 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.	<b>Limit Spread</b> <ul style="list-style-type: none"> <li>MCCS will work with our Local Public Health Authority (Benton County Health Department) to ensure we are able to effectively respond to and control outbreaks through sharing of information.               <ul style="list-style-type: none"> <li>MCCS will utilize a combination of small group cohorting models (where possible) and physical distancing/staggered physical attendance models to mitigate transmission of COVID-19.</li> </ul> </li> </ul>
<input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	<b>Communicable Disease Management Plan</b> <ul style="list-style-type: none"> <li>MCCS has updated the Communicable Disease Management Plan</li> <li>Specific information about the prevention and spread of COVID-19 is contained in this Operational Blueprint</li> </ul>
<input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	<b>Designated Site Officer</b> <ul style="list-style-type: none"> <li>Laura Foley, Executive Director</li> </ul>
<input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.	<b>Names of Supporting Staff</b> <ul style="list-style-type: none"> <li>Benton County Health Department K-12 School reopening Review Team: Sara Hartstein, Healthy Communities Manager; Dr. Carolina Amador, Pediatrician; Peter Banwarth, Epidemiologist; Kristi Reher, Qualified Mental Health Professional; Paula Felipe, Public Health Administrative Assistant.</li> </ul>
<input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	<b>Training</b> <ul style="list-style-type: none"> <li>Training for all MCCS staff will occur prior to the return of students</li> <li>Staff will access the Safe Schools COVID-19 module</li> <li>Staff will complete an online module for specific MCCS protocols</li> </ul>
<input type="checkbox"/> Protocol to notify the local public health authority ( <a href="#">LPHA Directory by County</a> ) of any confirmed COVID-19 cases among students or staff.	<b>Protocol to Notify Benton County Health</b> <ul style="list-style-type: none"> <li>The Building Administrator will message parents/guardians with the reporting plan and information of the importance of notifying the school immediately of ANY COVID positive cases, if anyone is a close contact of a COVID positive case, and if there are any COVID-like symptoms being experienced.</li> <li>The Building Administrator will message all staff to inform them of the importance of notifying the Administrator or the Administrative Designee with a positive COVID-19 test result, if they are a close contact of a COVID positive case, and if they are experiencing any COVID-like symptoms.</li> <li>When a Building Administrator is made aware of a positive result(s), anyone reports they are a close contact of a COVID positive case, there is an increase in COVID-like symptoms reported from parents, students or staff, or anything that may resemble a COVID outbreak, they will immediately contact:               <ul style="list-style-type: none"> <li>Benton County Health Department: For reporting cases or symptom clusters, please contact: Gerald Dyer, Jr., Communicable Disease Epidemiologist; gerald.dyer@co.benton.or.us; 541-766-6654 and/or Mary Shaughnessy, Communicable Disease Nurse mary.shaughnessey@co.benton.or.us; 541-766-6255</li> <li>After hours phone tree: 541-766-6835</li> </ul> </li> </ul>

- ☐ Plans for systematic disinfection of classrooms, offices, 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 and provide all logs and information 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
- Systematic Disinfection**

  - A cleaning matrix identifying task, procedure for each task, frequency, and responsible person has been developed and will be implemented at MCCS

**Reporting Cluster of Illness**

  - The Building Administrator shall report any cases of COVID-19 symptoms among students or staff to the ICP Board President
  - The ICP Board President will report to Benton County Health

**Protocol to Cooperate with Benton County Health**

  - The ICP Board President will cooperate with the Benton County Representative to provide requested information in a timely manner and to follow any necessary recommendations

**Protocol for Screening Students and Staff**

  - Students will undergo a visual screening or will have an attestation from parents/guardians that they are not experiencing symptoms daily before entering the school building
  - Staff will attest to being a-symptomatic upon entry each day
  - Screening means: The visual screening or attestation of absence of new cough and fever for anyone before entering the school building, district transportation or interacting with students or staff
    - Individuals with a fever over 100.4° F should not be allowed to enter school buildings
    - Symptoms of COVID-19 which also may result in exclusion include: fever and new cough, as well as shortness of breath or difficulty breathing; fever; chills; **diarrhea**; **vomiting**; muscle pain; sore throat; and new loss of taste or smell
    - Individuals who have a cough that is not a new onset cough (e.g. asthma, allergies, etc.) do not need to be excluded from instruction.
  - Screening staff shall document: date, arrival time, and transport method of each incoming individual

**Protocol for Isolation**

  - If a student displays symptoms, parents/guardians will be notified immediately and asked to take the student home, if the parent/guardian is not immediately available, the student may be taken to the isolation space for that building to be monitored until pick-up (further detail in section 1i)

**Protocol for Communication of Potential COVID Case**

  - MCCS, in conjunction with the Benton County Health Department, will develop a communication for students, families and staff who have come into close contact with a confirmed case of COVID-19
  - MCCS, in conjunction with the Benton County Health Department, will develop a communication for staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding

**Contact Tracing Logs – System**

  - A monthly attendance tracking sheet will be shared between the teacher and office internally. The office will enter attendance in our student information system (SIS) daily from this shared tracking sheet.
  - LBL ESD will create two “present” codes for use to distinguish between “Present in Class” and “Online Contact.”
  - Student/parent/guardian information is maintained by SIS.
  - Staff contact logs will be created.
  - Attendance logs are stored within SIS.
  - Contact logs for areas outside of scheduled classes (all itinerant staff -- maintenance, administrative, delivery, etc.) will be maintained in paper form and/or spreadsheet documents.

<ul style="list-style-type: none"> <li>● Drop off/pick up time</li> <li>● Parent/guardian name and emergency contact information</li> <li>● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> <p><input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p> <p><input type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff ) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</p> <p><input type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p> <p><input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</p>	<p><b>Record Keeping</b></p> <ul style="list-style-type: none"> <li>● Contact Tracing Logs will be maintained for a minimum of four weeks and made available to Benton County Health department as needed</li> </ul> <p><b>Process for Itinerant Staff</b></p> <ul style="list-style-type: none"> <li>● Staff who travel between buildings will be required to check in with the main office for self-screening, health attestation and entry into the contract tracing system for that building.</li> </ul> <p><b>Process to Report and Consult</b></p> <ul style="list-style-type: none"> <li>● Building Administrators shall report any cases of confirmed COVID-19 with students or staff to the ICP Board President</li> <li>● The ICP Board President will report to Benton County Health</li> <li>● The ICP Board President will cooperate with the Benton County Representative to provide requested information in a timely manner and to follow any necessary recommendations</li> </ul> <p><b>Protocol to respond to outbreaks</b></p> <ul style="list-style-type: none"> <li>● MCCS will report single positive cases or a cluster of cases of COVID-19 to the ICP Board President who will report to and coordinate with Benton County on outbreak response</li> </ul>
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### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> </ol> <p><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>● Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>● 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.</li> <li>● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>● 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.</li> <li>● Service provision should consider health and safety as well as legal standards.</li> </ul>	<p><b>Serving Students</b></p> <ul style="list-style-type: none"> <li>● MCCS attendance schedules will allow for inclusion of students in high risk populations if they choose to come to school</li> <li>● MCCS may have students with asthma or similar conditions. The use of aerosolized breathing treatments is discouraged, but the use of inhalers is ok.</li> </ul> <p><b>Medically Fragile, Complex and Nursing-Dependent Students</b></p> <ul style="list-style-type: none"> <li>● MCCS will account for students who have health conditions that require additional nursing services</li> </ul> <p><b>Interdisciplinary Teams ensure all students are served</b></p> <ul style="list-style-type: none"> <li>● IEP, 504 and Student Support Teams will plan for the participation of students in high-risk populations in the hybrid model</li> <li>● Building teams will communicate with parents and health care providers to determine return to school status and current needs of the student</li> <li>● Building teams will modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations</li> <li>● IEP, 504 and Student Support Teams must ensure that students are not excluded or placed into staggered schedule groups based on any demographic or disability criteria (e.g., students with complex medical needs, students with IEPs, students receiving language services, etc) <ul style="list-style-type: none"> <li>○ Staggered schedule group membership will be driven by “lives with” data available in the Student Information System (SIS) to increase opportunities for multi-level students living in the same household to be on the same attendance schedule.</li> </ul> </li> </ul>

- 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.

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.	<b>Capacity</b> <ul style="list-style-type: none"> <li>• MCCS Facilities team will measure square footage of all classrooms and office spaces according to guidelines listed</li> <li>• MCCS Facilities team will determine the capacity of each classroom and office space</li> </ul>
<input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.	<b>Physical Distancing</b> <ul style="list-style-type: none"> <li>• MCCS will provide COVID-19 prevention instruction (e.g. physical distancing, proper hand washing, how to wear and take off a mask, respiratory etiquette, etc.) at the beginning of the school year and as needed throughout the school year.</li> <li>• MCCS will modify schedules and the educational delivery model to support physical distancing</li> <li>• MCCS will ensure adequate supplies to minimize sharing of high touch materials to the extent possible</li> <li>• Building Administrator will designate equipment solely for the use of a single group, sanitization between uses will occur per Section 2J Below</li> <li>• Teachers will plan activities and instruction that do not require close physical contact between multiple students</li> <li>• Teachers will ensure that students are never excluded from face-to-face instruction, disciplined for struggling to learn, and/or disciplined for struggling to adhere to new procedures for how schools operate</li> <li>• Teachers will ensure that each student's belongings are separated from others' and in individually labeled containers, cubbies or areas</li> <li>• Students will be instructed to avoid item sharing</li> </ul>
<input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.	<b>Lining Up</b> <ul style="list-style-type: none"> <li>• Students will walk outside whenever possible</li> <li>• MCCS Facilities will label directions in paths of travel</li> <li>• MCCS Facilities will mark 6 foot distances where individuals may reasonably expected to line-up</li> <li>• Teachers will ensure social distancing during drills</li> </ul>
<input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	<b>Schedule Modifications</b> <ul style="list-style-type: none"> <li>• Schedules and number of students in buildings will be based on the square footage calculations and the educational delivery model</li> </ul>
<input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	<b>Additional Student Supports</b>



<input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	<ul style="list-style-type: none"> <li>Teachers and Building Administrators will ensure that students are not punished for being unable to maintain physical distancing requirements</li> <li>Teachers and Building Administrators will follow guidelines and protocols created by our social-emotional and mental health team to ensure we are serving all children</li> </ul> <p><b>Physical Distancing</b></p> <ul style="list-style-type: none"> <li>Staff will maintain physical distancing requirements. Staff meetings will be conducted remotely, to the extent possible.</li> </ul>
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#### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> <input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	<p><b>Establish Stable Cohorts</b></p> <ul style="list-style-type: none"> <li>A stable cohort shall be defined as no more than 15 total individuals (students and primary instructional staff/aides)</li> <li>Cohorts shall not intermingle and risk exposure</li> <li>Students should remain in assigned classrooms and teachers will move to them unless it is space specific - such as science or elective</li> <li>Should transfer to/from a stable cohort become necessary, administrators will identify alternative methods of instruction for students to enable appropriate quarantine period for impacted individual(s) based upon guidance of District Nurse/Healthcare professionals.</li> </ul> <p><b>Contact Tracing Logs – Group and/or Individual</b></p> <ul style="list-style-type: none"> <li>- See section 1A Above -</li> </ul> <p><b>Minimize Interaction</b></p> <ul style="list-style-type: none"> <li>Building Administrator will create schedules for activities outside of the classroom that maintain cohort stability (recess, library, movement breaks)</li> </ul> <p><b>Cleaning and Wiping surfaces</b></p> <ul style="list-style-type: none"> <li>Staff will maintain clean surfaces (e.g., desks, door handles, etc.) between multiple individual uses, even in the same cohort</li> </ul> <p><b>Inclusion</b></p> <ul style="list-style-type: none"> <li>Building Administrators will design stable cohorts and physical distancing/staggered attendance groups such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers</li> </ul> <p><b>Staff within Multiple Stable Cohorts</b></p> <ul style="list-style-type: none"> <li>The number of support staff who may interact with multiple stable cohorts (District Nurses, Office Staff, Substitutes, etc.) shall be minimized whenever possible</li> <li>Staff who interact with multiple stable cohorts will be required to wash/sanitize their hands between interactions with different stable cohorts</li> </ul>

#### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> <li>The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul>	<p><b>Communication to Staff Describing Infection Control Measures</b></p> <ul style="list-style-type: none"> <li>Communications will be shared with staff beginning at the onset of school and will continue periodically</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>MCCS, in conjunction with the Benton County Health Department, will develop a communication for students, families and staff who have come into close contact with a confirmed case of COVID-19</li> <li>BCHD considers a close contact to be anyone in the same cohorted classroom, bus, after school care, etc. and anyone else as per investigative guidelines. COVID-19 investigative guidelines: A close contact is considered being within 6 feet of a COVID-19 case during their period of transmissibility for a prolonged period of time. For purposes of LPHA investigation, we are arbitrarily drawing the line at ≥15 minutes; persons exposed for shorter periods may be considered “close contacts”</li> </ul>

- ☐ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
- ☐ Provide all information in languages and formats accessible to the school community.

at LPHA discretion. "Close" contact can include caring for, living with, visiting, or sitting within 6 feet of a confirmed COVID-19 patient; or having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on)

- MCCS, in conjunction with the Benton County Health Department, will develop a communication for staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding
- All family communication will be provided in English and Spanish

#### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> <li>• They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> </li> <li><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.</li> <li><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</li> </ul>	<p><b>Stay Home If Sick</b></p> <ul style="list-style-type: none"> <li>• Staff shall not report to work and parent/guardians shall not send their students to school if the student or staff member has or recently had COVID 19 or symptoms of COVID-19</li> <li>• Students shall remain home for <b>24</b> hours after fever is gone, without use of fever reducing medicine, and COVID-19 symptoms (fever of <b>100.4°F or over</b>, cough, shortness of breath, and/or diarrhea) are improving</li> <li>• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols</li> <li>• Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school</li> <li>• Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school <ul style="list-style-type: none"> <li>○ Parents/guardians will be asked to document baseline symptoms for students</li> </ul> </li> <li>• Follow Benton County Health advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar day</li> </ul> <p><b>Screening at School</b></p> <ul style="list-style-type: none"> <li>• Building Administrators will develop staggered arrival times to allow for adequate staffing for screening and physical distancing - See School Screening and Cohort Planning Addendum</li> <li>• Building Administrators will use escorts/hall monitors to ensure physical distancing/contact prevention as students move through the building</li> <li>• Building Administrators will employ single entry points to manage incoming and outgoing individuals</li> <li>• Staff will use two-way radios to ensure clear communication as students/staff enter and exit buildings</li> <li>• MCCS will provide PPE for staff members, touch-free temperature devices, visual cues for physical distancing, tools to enter contact tracing, and temperature data Procedure</li> <li>• <a href="#">All staff who do screenings should receive implicit bias training.</a></li> <li>• <a href="#">Student screening should not consider appearance (ie. clothing, hair), personality (shy, etc.), ability, cleanliness, etc.</a></li> </ul> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>• Students will undergo a visual screening or will have an attestation from parents/guardians that they are not experiencing symptoms daily before entering the school building</li> <li>• Staff will attest to being a-symptomatic upon entry each day</li> <li>• Screening means: The visual screening or attestation of absence of new cough and fever for anyone before entering the school building, district transportation or interacting with students or staff</li> </ul>



<input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	<ul style="list-style-type: none"> <li>o Individuals with a fever of 100.4° F or greater should not be allowed to enter school buildings</li> <li>o Symptoms of COVID-19 which also may result in exclusion include: fever and new cough, as well as shortness of breath or difficulty breathing; fever; chills; <b>diarrhea</b>; <b>vomiting</b>; muscle pain; sore throat; and new loss of taste or smell</li> <li>o Individuals who have a cough that is not a new onset cough (e.g. asthma, allergies, etc.) do not need to be excluded from instruction.</li> <li>• Screening staff shall document: date, arrival time, and transport method of each incoming individual</li> <li>• Symptomatic Individuals: If a student displays symptoms, parents/guardians will be notified immediately and asked to take the student home, if the parent/guardian is not immediately available, the student may be taken to the isolation space for that building to be monitored until pick-up</li> <li>• Exclusion of Symptomatic individuals: See Section above for information on “Stay Home if Sick” and “Chronic Conditions”</li> </ul> <p><b>Hand Hygiene on Entry to School</b></p> <ul style="list-style-type: none"> <li>• MCCS will require students, staff, and visitors to wash hands or use hand sanitizer upon entering school, <b>after touching face covering, removing face covering, moving between classes, and when coming in from recess.</b> Frequent hand washing will be practiced throughout the day!</li> </ul>
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#### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Restrict non-essential visitors/volunteers. <input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. <input type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	<p><b>Classroom Visitors</b></p> <ul style="list-style-type: none"> <li>• No volunteers or visitors will be allowed in classrooms</li> <li>• Parents/guardians will call the office check out system for student pick up/drop off outside of regularly scheduled release times</li> </ul> <p><b>Visitors to the School Office</b></p> <ul style="list-style-type: none"> <li>• MCCS will limit in-person visitors by offering phone and online services</li> <li>• Visitors must be screened for symptoms as outlined in the Screening Procedure in Section 1F Above</li> <li>• All visitors will be asked if they have been exposed to COVID-19 within the preceding 14 calendar day, visitors who have been exposed will be denied entry</li> <li>• All visitors must wash or sanitize their hands upon entry and exit</li> <li>• All adult visitors must wear a face covering</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines Face Coverings</a> . <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines Face Coverings</a> . <input type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: <input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.  <p><b>Protections under the ADA or IDEA</b></p> <input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student’s proximity to students and staff to the extent possible to	<p><b>Required Face Covering</b></p> <ul style="list-style-type: none"> <li>• Required for all Staff, contractors, service providers, and <b>visitors in the building.</b></li> <li>• <b>Required for all Staff, contractors, service providers, outside on school property unless they are able to maintain 6 feet of distance between themselves and others.</b></li> </ul> <p><b>Required Face Shields or Clear Plastic Barriers</b></p> <ul style="list-style-type: none"> <li>• <b>Staff members may wear a face shield without use of the face covering so that students can see facial expression and articulation (assuming they are asymptomatic) as long as the staff member maintains 6 feet of distance. The face covering should be worn in conjunction with the face shield once the 6 foot distance requirement is unable to be met. Face shields must extend below the chin and are recommended for use in spaces with adequate ventilation.</b></li> <li>• <b>A plastic barrier may be used in lieu of a face covering or face shield when one-to-one instruction or articulation services are being rendered.</b></li> </ul> <p><b>Teach and Reinforce use of Face Coverings for Staff</b></p>

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 should not be left alone or unsupervised.
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
- Additional instructional supports to effectively wear a face covering;

☐ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny access to On-Site instruction.

☐ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in 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. Placement determinations cannot be made due solely to the inability to wear a face covering.
  3. Plans should include updates to accommodations and modifications to support students.
- Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
  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 on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

☐ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may

- Face coverings are most essential in times distancing is not possible
- Staff & students should be frequently reminded not to touch the face covering

- Information will be provided to all staff and students on proper use, removal and washing of cloth face coverings

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>

#### **Students and Face Coverings or Face Shields**

- Students are required to wear face coverings for in-person instruction. Exemptions may be made for reasons listed below in this section.

#### **Teach and Reinforce use of Face Coverings for Students**

- If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must:

- Provide a supervised space away from peers while the face covering is removed
- Provide additional instructional supports to effectively wear a face covering
- Provide adequate support to re-engage in safely wearing a face covering

- Students will not be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

#### **Student Accommodation**

- If any student requires an accommodation to meet the requirement for face coverings, the school team will work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:

- Offering different types of face coverings and face shields that may meet the needs of the student,
- Providing supervised spaces away from peers while the face covering is removed,
- 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, or
- Additional instructional supports to effectively wear a face covering.

- A student requiring an accommodation will not be denied access to on-site instruction.

#### **Students with an IEP or 504**

- MCCS will comply with the established IEP/504 plan prior to the closure of in-person instruction in 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, MCCS will:

1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
2. Placement determinations will not be made due solely to the inability to wear a face covering.
3. Plans will include updates to accommodations and modifications to support students.

#### **Students Protected Under ADA/IDEA**

- Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, MCCS will:

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.

- a. If the team determines that the disability is prohibiting the student from meeting the requirement, they will follow the requirements

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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

- for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
- b. If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.

3. MCCS will hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

#### Child Find

- MCCS will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

#### Staff Accommodations

- If a staff member requires an accommodation for the face covering or face shield requirements, MCCS will work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

### 1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</li> <li><input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> <li>• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> </ul> </li> <li><input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> <li>• School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.</li> <li>• After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>• If able to do so safely, asymptomatic individual should wear a face covering.</li> </ul> </li> </ul>	<p><b>Surveillance, Exclusion, Isolation Protocols</b></p> <p><b>Surveillance</b></p> <ul style="list-style-type: none"> <li>• Oversight of the processes and any questions about screening shall be directed to the designated enforcement officer, Laura Foley, Executive Director.</li> </ul> <p><b>Isolation Spaces</b></p> <ul style="list-style-type: none"> <li>• PPE will be stored in the health room and in the <a href="#">art room</a>.</li> <li>• Symptomatic students will be escorted to isolation by designated assistant and wait for parent/guardian to pick them up</li> <li>• An isolation area will be established in the <a href="#">art room</a>.</li> </ul> <p><b>Exclusion</b></p> <ul style="list-style-type: none"> <li>• See 1F Above for entry, screening and exclusion protocols</li> </ul> <p><b>Assessment, Exclusion, Isolation Protocols for Sick Students/Staff</b></p> <ul style="list-style-type: none"> <li>• Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a designated staff member until they are able to go home.</li> </ul> <p><b>Daily Medications and Routine Treatments</b></p> <ul style="list-style-type: none"> <li>• Generally well students who need medication or routine treatment will continue to receive services through the school health room by a trained individual</li> <li>• Additional trained individuals must be available should an isolation need to occur during the school day</li> </ul> <p><b>Isolation Areas and Supervision Protocols</b></p> <p><b>MCCS School screening and cohort planning addendum</b></p> <ul style="list-style-type: none"> <li>• Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shield <a href="#">and PPE</a>.</li> <li>• If able to do so safely, asymptomatic individual should wear a face covering.</li> <li>• The isolation room or area should be located away from the Office or Health Room where non-COVID-19 health services are provided and should be easily accessible to an exit to avoid additional exposure</li> <li>• The isolation room should have sufficient space to allow for 3-4 symptomatic individuals allowing 6 feet clearance on either side with barriers so that multiple individuals may be accommodated in that same</li> </ul>

<ul style="list-style-type: none"> <li>● To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <p><input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <ul style="list-style-type: none"> <li>● Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority.</li> <li>● If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> <li>● If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> <li>● If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious.</li> <li>● If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> </ul> <p><input type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p><input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	<p>isolation room. Individuals in isolation will be kept at least 6 feet apart with the use of barriers to prevent the spread of illness.</p> <ul style="list-style-type: none"> <li>● Parent/guardian pick-up will occur through the designated exit of the isolation room without the student needing to check-out through the office</li> <li>● Once a staff member has been exposed to a symptomatic individual, that staff member will need to quarantine for 14 days unless otherwise directed</li> <li>● Reporting requirements outlined in Section 1A will apply</li> </ul> <p><b>Parents/guardian Education and Communication</b></p> <ul style="list-style-type: none"> <li>● Regular communication will occur to ensure that parents/guardians are educated about school procedures for physical distancing, screening procedures, handwashing, PPE, and isolation measures</li> </ul> <p><b>Safely Transporting Students Home When Sick</b></p> <ul style="list-style-type: none"> <li>● A symptomatic individual will be transported by their parent/guardian. In the unusual circumstance where a parent/guardian is unable to provide transportation MCCS will coordinate transportation</li> </ul> <p><b>Stay Home If Sick</b></p> <ul style="list-style-type: none"> <li>● Staff shall not report to work and parents shall not bring their students to school if the student or staff member has or recently had COVID-19 symptoms.</li> <li>● Students shall remain home for 24 hours after fever is gone, without use of fever reducing medicine, and COVID-19 are improving.</li> <li>● Staff or students who have a positive COVID-19 viral (PCR) test result, should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> <li>● If staff or students have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving</li> <li>● Students should stay home for 48 hours after diarrhea is gone per ODE/OHA Communicable Disease Guidelines.</li> <li>● If a clear alternative diagnosis is identified as a cause of the illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and the individual should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the individual is not contagious.</li> <li>● If they do not undergo COVID-19 testing, the person should remain home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving</li> </ul> <p><b>Protocols and Assessment of Symptoms</b></p> <ul style="list-style-type: none"> <li>● Should staff need assistance assessing symptoms, District Nurses should be contacted.</li> </ul> <p><b>Record Keeping for Staff and Students</b></p> <ul style="list-style-type: none"> <li>● If staff or students are isolated or sent home, schools shall maintain records of those events</li> </ul>
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## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> <li>Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul> <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	<b>Enrollment</b> <ul style="list-style-type: none"> <li>MCCS will follow the standard ODE guidelines for enrollment</li> <li>MCCS students will have the option to enroll in hybrid or comprehensive distance learning at MCCS.</li> <li>MCCS will ensure the continued enrollment of students who may not be able to attend due to identification as a high-risk, vulnerable population, or having COVID-19 symptoms for 10 consecutive school days or longer <ul style="list-style-type: none"> <li>This continued enrollment may be supported through alternate methods of instruction - online only or tutoring, for example</li> </ul> </li> </ul> <b>Attendance Policy for Students Who Do Not Attend In-Person</b> <ul style="list-style-type: none"> <li>If a student does not meet the minimum requirements for check-ins based on their registered model (hybrid or online), the school will make a personal connection with the family to determine whether the absence is due to health and safety or is based on some other mitigating factor</li> <li>The school will follow normal intervention procedures to assist student toward regular attendance</li> <li>Students will not be disenrolled for the following conditions: <ul style="list-style-type: none"> <li>Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>Have COVID-19 symptoms for 10 consecutive school days or longer</li> </ul> </li> </ul>

## 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). <input type="checkbox"/> Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). <input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	<b>Hybrid Model Attendance</b> <ul style="list-style-type: none"> <li>MCCS will follow ODE guidelines regarding attendance for a hybrid model</li> <li>All students must check-in at least once per day with their teacher(s) of record in order to be counted as present for all five days of that week <ul style="list-style-type: none"> <li>Attendance includes both participation in class activities and interaction with a licensed teacher during a school day or interactions with educational assistants through teacher designed and facilitated processes.</li> <li>When there is no evidence of interaction in 24 hours, a student will be marked absent.</li> <li>The teacher will evaluate whether the student is making adequate progress in the course and provide the student with additional guaranteed opportunities to engage with a teacher</li> <li>The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary)</li> <li>Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff</li> </ul> </li> </ul>

## 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<ul style="list-style-type: none"> <li>Students will be assigned a device for individual use.</li> <li>While at school, students will keep the device assigned to them in their designated area</li> <li>MCCS will meet physical distancing requirements</li> </ul>

## 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.	<b>Handwashing:</b> <ul style="list-style-type: none"> <li>MCCS will require students, staff, and visitors to sanitize (or wash) their hands upon entering school buildings</li> <li>MCCS will teach protocols and provide handwashing and/or hand sanitizing facilities to both students and staff.</li> </ul>



<p><input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p> <p><input type="checkbox"/> <b>Events:</b> 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.</p> <p><input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p><input type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</p>	<ul style="list-style-type: none"> <li>• MCCS will have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol</li> <li>• MCCS Facilities will post clear signs on how to stop the spread of disease, including COVID-19, by properly washing hands</li> </ul> <p><b>Equipment:</b> Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment, Science Lab supplies.</p> <ul style="list-style-type: none"> <li>• Sharing of supplies will be restricted whenever possible</li> <li>• All shared equipment/supplies will be disinfected between users</li> </ul> <p><b>Events</b></p> <ul style="list-style-type: none"> <li>• MCCS will not plan field trips for students due to requirements for physical distancing</li> <li>• MCCS will not organize assemblies or special performances for students due to requirements for physical distancing</li> <li>• MCCS will modify school-wide parent meetings due to requirements for physical distancing</li> </ul> <p><b>Transitions/Hallways</b></p> <ul style="list-style-type: none"> <li>• MCCS will develop hallway directional pathways and MCCS Facilities will assist with signage</li> <li>• MCCS will develop schedules to limit transitions in common areas and hallways</li> </ul> <p><b>Personal Property</b></p> <ul style="list-style-type: none"> <li>• MCCS will limit personal property brought to school and require that property be labeled and limited in use to the item owner only</li> <li>• MCCS will develop procedures to keep each student's belongings separated from others and in individually labeled containers or areas</li> </ul>
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## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</p> <p><input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</p> <p><input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p><input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.</p>	<p><b>Scheduling Arrival/Dismissal Times</b></p> <ul style="list-style-type: none"> <li>• Students will arrive at school either by bus, parent drop off or walk to school.</li> <li>• Once on campus students will be directed to their classroom, via an outside entrance whenever possible.</li> </ul> <p><b>Education Plan</b> To teach the new arrival and dismissal routines to students, we will:</p> <ul style="list-style-type: none"> <li>• Use visual cues such as markings on the ground to remind students about physical distancing.</li> <li>• Create videos will be made and shared prior to arrival, and</li> <li>• Routines will be reviewed and practiced in person.</li> <li>• <a href="#">Proper use of face coverings for staff and students will be taught and reviewed throughout the school year.</a></li> </ul> <p><b>Assigning Cohorts</b></p> <ul style="list-style-type: none"> <li>• Staff and students will be assigned to entrances that are closest to their respective classroom.</li> <li>• Late arrivers/early pick up: Parents call office and wait in car outside for assistance with student.</li> <li>• Visitors will be required to check in at the main office and will be limited to the main office.</li> <li>• Delivery drivers, postal employees and any other service provider approved for entry will use the doors at/near the main office.</li> </ul> <p><b>Assigning Staff</b></p> <ul style="list-style-type: none"> <li>• Each classroom teacher will be working with another staff member to monitor the health of each student in their care.</li> <li>• Classroom teachers will work with the behavior specialist (virtually) to ensure students are taught/retaught expectations and routines regarding physical distancing.</li> </ul> <p><b>Sign In and Out Protocol at Arrival and Dismissal</b></p> <ul style="list-style-type: none"> <li>• Student sign-in and sign-out procedures:</li> </ul>



<ul style="list-style-type: none"> <li>• Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>• Ensure hand sanitizer is available if signing children in or out on an electronic device</li> </ul>	<ul style="list-style-type: none"> <li>o Late arrivers/Early release: Parents will telephone the school for drop off/pick up and wait for office to escort student to/from the school.</li> <li>o <a href="#">Students will be signed in/out of school using SIS attendance program.</a></li> <li>• MCCS will clearly communicate to families and caregivers that arrival and dismissal must be brief and requires physical distancing</li> </ul>
<input type="checkbox"/> Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	<b>Hand Sanitizer</b> <ul style="list-style-type: none"> <li>• Hand sanitizer dispensers will be installed at all entry doors and other high traffic areas</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>• Signage at school main entries will provide drop-off/pick-up guidelines</li> <li>• Back to School letters will include health and safety guidelines</li> </ul>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>Seating:</b> 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.	<b>Seating</b> <ul style="list-style-type: none"> <li>• All seating in classrooms will be six feet apart</li> <li>• Teachers will assign students the same seat at all times</li> </ul>
<input type="checkbox"/> <b>Materials:</b> 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.	<b>Materials</b> <ul style="list-style-type: none"> <li>• MCCS will provide supplies sufficient for each student to have individual supplies</li> <li>• MCCS will provide hand sanitizer and tissues for use by students and staff</li> </ul>
<input type="checkbox"/> <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<b>Handwashing</b> <ul style="list-style-type: none"> <li>• Signs will be posted on how to stop the spread of diseases, including COVID-19, properly wash hands, cover coughs and sneezes, and properly wear a face covering</li> <li>• MCCS will promote everyday protective measures by teaching and reinforcing covering coughs and sneezes among children and staff</li> <li>• Schools will promote everyday protective measures by teaching protocols and providing handwashing and/or hand sanitizing facilities easily accessible to both students and staff</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a> ).	<ul style="list-style-type: none"> <li>• Playgrounds will be closed each school day.</li> <li>• Playground equipment will be cleaned each morning, even though the playground remains closed to student use. (See section 2j)</li> </ul>
<input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.	<b>Recess Protocol</b> <ul style="list-style-type: none"> <li>• Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment</li> </ul>
<input type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.	<ul style="list-style-type: none"> <li>• MCCS will create schedules for activities outside of the classroom that maintain cohort stability (recess, library, movement breaks) and physical distancing</li> </ul>
<input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a> .	<ul style="list-style-type: none"> <li>• MCCS will designate shared equipment solely for the use of one cohort at a time and disinfect between sessions and between each group's use</li> </ul>
<input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).	<b>Restrooms</b> <ul style="list-style-type: none"> <li>• After using the restroom students must wash hands with soap and water for 20 seconds</li> </ul>
<input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.	<b>Staff Common Spaces</b> <ul style="list-style-type: none"> <li>• Workspaces and common areas are restricted to single user unless there is sufficient space to maintain 6 feet of distance.</li> </ul>
<input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	
<input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.	

- ☐ Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- ☐ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.</li> <li><input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> Adequate cleaning of tables between meal periods.</li> <li><input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.</li> </ul>	<p><b>Meal Service</b></p> <ul style="list-style-type: none"> <li>● Students must wash hands before meals and should be encouraged to do so after eating.</li> <li>● Elementary students will remain in their classroom with their cohort for school meals.</li> <li>● <b>Tables and high touch point surfaces will be cleaned after meal periods.</b></li> <li>● Access to breakfast/lunch will be provided in cooperation with the Corvallis School District when students are on-site and remote.</li> </ul> <p><b>Staff Meals</b></p> <ul style="list-style-type: none"> <li>● <b>Staff will be instructed to eat snacks and meals independently, and not in staff rooms when other people are present.</b></li> <li>● <b>Break times will be staggered by Building Administrators to allow for use of break spaces as needed.</b></li> </ul>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.</li> <li>● If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings.</li> </ul>	<p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>● All seats will be disinfected between each route and at the end of each day</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>● Windows will be open, to the extent possible, for ventilation</li> </ul> <p><b>Loading/Unloading</b></p> <ul style="list-style-type: none"> <li>● <b>Physical Distancing at Bus Stops:</b> The Transportation Department will communicate with families the importance of maintaining six foot physical distance at the bus stop, drivers will remind students if they see violations upon arrival</li> <li>● Visual Screening shall follow procedures set forth in Section 1F Above. If a student exhibits symptoms and a parent/guardian is present the student will be sent home. If a parent is not present the student will be provided a mask and face shield, seated in a seat not less than 6' from other students and transported to school. School staff will contact parent/guardian to arrange transport home.</li> <li>● All students will be required to wear face covering or face shields</li> <li>● Bus routes will be adjusted to support cohorting students and physical distancing, including: <ul style="list-style-type: none"> <li>○ three feet of physical distance between passengers</li> <li>○ six feet of physical distance between the driver and passengers (except during boarding)</li> </ul> </li> <li>● Drivers will remind students to maintain physical distance as they depart the bus</li> <li>● All bus drivers will keep daily student logs</li> <li>● No student exhibiting symptoms will be transported home on a bus with other students</li> </ul> <p><b>Individualized Transportation</b></p> <ul style="list-style-type: none"> <li>● MCCS staff will coordinate with student case managers to ensure all students have access to school and that their individual needs are met</li> </ul> <p><b>Transporting Sick Students</b></p> <ul style="list-style-type: none"> <li>● If a student becomes ill during the school day, and requires transportation services home, it will be arranged by district staff,</li> </ul>

depending on the severity of the symptoms, a staff member from the school may be required to accompany the student

- No student exhibiting symptoms will be transported home on a bus with other students

#### **Drivers**

- Drivers will be screened before morning and afternoon routes
- All drivers will wear face shields or face covering in compliance with Ready Schools, Safe Learners Guidance for the 2020-21 school year
- Training will be provided for every driver before the start of the year regarding cleaning protocols, visual screening of all students, isolation procedures & communication to the school, and contact-tracing logs

#### **Communication**

- Signage on bus windows will provide guidelines
- Back to School letters will include health and safety guidelines
- MCCS will inform parents/guardians of practical changes to transportation service

## **2j. CLEANING, DISINFECTION, AND VENTILATION**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ( <a href="#">CDC guidance</a> ) environments, including classrooms, cafeteria settings and restrooms.	<b>Cleaning</b> <ul style="list-style-type: none"> <li>● All frequently touched surfaces will be cleaned (e.g. playground equipment, door handles, sink handles, drinking fountains, transport vehicles), and shared objects (e.g. toys, games, art supplies) will be cleaned between cohorts, but not less than once daily in alignment with <a href="#">CDC guidance</a></li> <li>● Facilities will be cleaned and disinfected at least daily</li> <li>● Bathrooms will be cleaned hourly</li> <li>● Cleaning and disinfectant supplies will be correctly labeled, kept away from students, and used in accordance with manufacturer's recommendations</li> <li>● <a href="#">To reduce the risk of asthma, disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) will be used.</a></li> </ul>
<input type="checkbox"/> <a href="#">Clean and disinfect</a> playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a> .	<b>Ventilation</b> <ul style="list-style-type: none"> <li>● Ventilation systems will be checked regularly maintained</li> <li>● Where possible, increased ventilation and outdoor air supply will be provided</li> </ul>
<input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	
<input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.	
<input type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.	
<input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	
<input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a> ).	
<input type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a> ).	

## **2k. HEALTH SERVICES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to	<ul style="list-style-type: none"> <li>● MCCS will develop a program to teach and model appropriate hand hygiene and respiratory etiquette</li> <li>● MCCS will provide an area to isolate sick students separate from an area to attend to other student health needs</li> </ul>

<p>private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</p> <p><input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p>	<p>• MCCS will consult with the Corvallis School District nurses, Benton County Health Department, and <a href="#">Trillium</a>.</p>
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## 2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <ul style="list-style-type: none"> <li>• Contact tracing</li> <li>• 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.</li> <li>• Quarantine of exposed staff or students</li> <li>• Isolation of infected staff or students</li> <li>• Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> <p><input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:</p> <ul style="list-style-type: none"> <li>• Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>• Ensure at least 64 square feet of room space per resident</li> <li>• Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>• Configure common spaces to maximize physical distancing;</li> <li>• Provide enhanced cleaning;</li> <li>• Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul>	



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p> <p><input type="checkbox"/> Establish a specific emergency response framework with key stakeholders.</p> <p><input type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.</p>	<p><b>Establish Communication Channels with Benton County Health</b></p> <p>• MCCS will coordinate with the Benton County Health Department to establish communication channels related to current transmission level and establish a specific emergency response framework</p>

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response.</p>	<p><b>Reporting to Benton County Health</b></p>

<input type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <ul style="list-style-type: none"> <li>• Determination if exposures have occurred</li> <li>• Cleaning and disinfection guidance</li> <li>• Possible classroom or program closure</li> </ul> <input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input type="checkbox"/> Continue to provide meals for students. <input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	<ul style="list-style-type: none"> <li>• MCCS will report single positive cases or a cluster of cases of COVID-19 to the ICP Board President who will report and coordinate with Benton County on outbreak response</li> </ul> <b>Response Team</b> <ul style="list-style-type: none"> <li>• Decisions resulting in the modification, postponement, or cancellation of large school events or school closure will also include the Executive Director and will be coordinated with the Benton County Health Department</li> </ul> <b>School Closure</b> <ul style="list-style-type: none"> <li>• If the school is closed, MCCS will implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students</li> <li>• CSD Food Services will ensure that meals continue to be provided for students</li> <li>• MCCS will ensure clear and frequent communication to families</li> </ul>
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### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> <li>• Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul>	<b>Comprehensive Distance Learning</b> <ul style="list-style-type: none"> <li>• Should MCCS be unable to operate in an in-person capacity, all students would be enrolled in the a fully online model of education</li> </ul> <b>Clean and Disinfect While Closed</b> <ul style="list-style-type: none"> <li>• See Section 2J Above</li> </ul> <b>Communication with Families</b> <ul style="list-style-type: none"> <li>• MCCS will use previously established communication means to inform families of options and supports <a href="#">including email, phone calls and social media</a>.</li> </ul> <b>Return to On-Site Instruction</b> <ul style="list-style-type: none"> <li>• MCCS will follow Benton County Health guidance to begin bringing students back into On-Site Instruction</li> </ul>



## ASSURANCES

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

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

*This section does not apply to private schools.*

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



## 4. Equity

Principles in Action

Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. It is appropriate and necessary to offer more heightened and focused support to students and staff from these communities. It matters to learn the differential impacts of COVID-19 in particular communities. For example, the workplaces with the largest outbreaks are the prison system and food/agricultural sites which deeply impacts particular communities, including students.

#### Required

- ☐ Review and apply the school's equity stance, principles, and/or commitment.
- ☐ Ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20- 29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.



## 5. Instruction

### Instructional Time

#### Required

- ☐ Meet the Division 22 instructional time rules for School Year 2020-21 as outlined in OAR 581-022- 232014 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences).
- ☐ For students not attending in-person through the On-Site Instructional Model, at least 50% of instructional time (as defined above) must meet the criteria for teacher-facilitated learning.
  - Teacher-facilitated learning is a synchronous (either on-site or off-site) or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to state content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progression. Synchronous opportunities, either on-site or offsite, must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.
    - o Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA.
  - Applied learning experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes.
- ☐ Communicate teacher-led facilitated learning time and daily school schedules/routines with staff, families, and students.
- ☐ For students not attending in-person through the On-Site instructional model, provide designated educator "office hours" to ensure consistency and access to students and families. "Office hours" indicate when each teacher will be accessible (online or via telephone) for consultation.
- ☐ For students not attending in person through the On-Site instructional model, provide frequent and regular opportunities for students to interact with their teacher(s) and peers.
- ☐ Provide additional professional development opportunities to staff, who will likely be learning new health and safety protocols, modifying curricula for online delivery, and developing new modes for providing feedback to students.
- ☐ Incorporate additional parent guidance and support, communication, and parent/teacher conferences (virtual and/or in-person) in order to develop and sustain relationships with parents, who are critical partners in learning.

### Instructional Models

MCCS will offer two instructional models, hybrid and comprehensive distance learning.

The **hybrid** instructional model will have the flexibility to be completely virtual learning (at home) as necessary based on infection rates and/or Governor/OHA guidance. The hybrid model will have the following characteristics:

- Be focused on care, connection, and relationship building between staff/students and student/student.
- Have intentional instructional time dedicated to teaching SEL.
- Offer intentional professional learning for staff on inclusion strategies, universal design and project based learning.
- Rely on prioritized standards and differentiated, formative assessments.
- Allow eligible students to receive breakfast and lunch on site with the assistance of our sponsoring district on days they are at school and meals will be available to eligible students on days they are not at school in compliance with guidance from ODE.



- Give special attention to students who are considered medically fragile; case managers will be contacting each family to discuss education plans; students/families will be given the opportunity to attend in person or online and necessary accommodations will be provided.
- Provide all students an assigned chromebook; We will work with families to ensure that they have access to the internet either at home or at one of our sponsoring district schools.
- Include synchronous learning where appropriate. (i.e. to start the day and review tasks for students who are learning at home).

The **comprehensive distance learning** program will have the following characteristics:

- Be taught by MCCS teachers, delivering lessons similar to the hybrid program.
- Provide access to meals through a site similar to summer programs.
- Incorporate support from Special Education Teachers, Counselors and classroom teachers as needed.
- Include both synchronous and asynchronous learning.

#### **Instructional Schedule and Academic Calendar**

The following key features of the instructional schedule and the academic calendar include:

- Hybrid - AA, off, BB staggered attendance schedule (for a 5 day school week).
- Staggered attendance schedules are being built around families (K-12) attending the same day (unless a family requests otherwise) in cooperation with our sponsoring district.

#### **Instructional Considerations**

- Prioritization of instructional standards by grade level and assessment/grading practices that align with requirements (equitable and formative).
- Collaborative planning across grade levels on thematic place based projects to deliver a meaningful, community based education to our students.
- Utilization of connections to our local tribes for curriculum on Tribal History.

#### **Assessment, Grading, and Reporting Progress for Hybrid and CDL Instructional Models Only Required**

- ☐ Develop and implement an equitable grading policy.
- ☐ Progress monitoring of student learning, especially for younger students.
- ☐ Evaluate goals and objectives based on progress markers for students supported with emergent bilingual supports, an IEP, and/or 504 plan.
- ☐ Regularly report progress to students and families, in alignment with Division 22 requirements.
- ☐ Provide opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.

#### **Safeguarding Student Opportunity Clause**

All students will have access to either the hybrid model or comprehensive distance learning program. Students will be supported in whichever option they and their family choose.

We did not retain any students in the 2019-20 school year.

#### **Instructional Activities with a Higher Risk for Disease Spread**

MCCS is taking a deep look into instructional activities that may pose a higher risk of spreading the virus. We are implementing general safety measures as required and adding some as recommended (i.e. markings on the floor for appropriate physical distance, outside for as many classes as possible as often as possible, no shared equipment).



## **6. Family, Community, Engagement**

#### **Communication Required**

- ☐ Communicate any information related to reentry for the 2020-21 school year to multilingual families in a language they can understand about any program, service, or activity at the same time that is called to the attention of parents who are proficient in English (Civil Rights Fact Sheet).
- ☐ Communicate the Operational Blueprint for Reentry and instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
  - Post to school and district website, or ESD website if there is no school or district website.
  - Send notification to all families before the start of school.
  - Present the Operational Blueprint for Reentry at an open virtual and/or televised meeting, with the opportunity for two-way communication.



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

#### **Planning Required**

☐ Mobilize crisis response team to address mental, social and emotional health including [suicide](#), [grief](#) and [trauma](#), [child abuse](#), [substance use](#), and [youth trafficking](#) within the current context; familiarize staff with [Lines for Life](#) remote suicide risk assessment and safety planning services for schools (503- 575-3760), and [OHA's Telehealth Tips for Clients with Suicide Risk](#).

#### Recommended

⇒ Check on the well-being of staff regularly, especially those disproportionately impacted by COVID19. Teachers are likely to be experiencing increased stress as they consider returning to the school building, implementing new procedures, and increased uncertainty about shifting instructional models.



## 8. Staffing and Personnel

#### Supports

- MCCS will work with each staff member who has identified as “high-risk” to determine options for returning to work.
- MCCS will take its lead from Benton County Health Department in communication to staff of possible COVID-19 exposure.
- MCCS has an Employee Assistance Program (EAP) to offer its employees for emotional well-being.

#### Public Health Training

- All staff will receive training related to general information about COVID, protocols on health and safety measures, guidelines and expectations, FERPA, HIPAA, and a review of the Operational Blueprint prior to the start of school. Any new COVID information will be provided to staff in a timely manner.

#### Professional Learning

- Professional learning opportunities will be provided for staff to best support students with the educational models provided including social emotional learning and trauma-informed care practices, and culturally relevant and inclusive practices, and project based learning.
- Staff will also receive technical training to support their use of any new materials and learning management systems.

## Assurance Compliance and Timeline

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

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