



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/13/2020

Under ODE’s *Ready Schools, Safe Learners* guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Mountain View Academy Charter School Sponsoring District: Lowell School District
Key Contact Person for this Plan	Jessica Cardwell
Phone Number of this Person	541-735-1709
Email Address of this Person	jessica@mtviewacademy.org
Sectors and position titles of those who informed the plan	Jessica Cardwell – Director Laurie Cardwell – Director Julie Valencia – Board President Kelly Harris – Administrative Assistant/Health Aide Nikki Bevans – Elementary Teacher Carmen Trimble – Upper Elementary Teacher Taylor Smith – Middle School Teacher/SEL Coordinator
Local public health office(s) or officers(s)	Lane County Public Health– Luis Pimentel-Mendia
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jessica Cardwell – Director Laurie Cardwell - Director Julie Valencia – Board Chair
Intended Effective Dates for this Plan	August 24th, 2020 – June 30 th , 2021
ESD Region	Lane ESD

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

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

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

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

- We collected information from our families during the drive thru pick up/drop off regarding distance learning successes/struggles, technology availability/needs, and desires for fall 2020. We will gather more information regarding technology and connectivity for the fall, as situations may have changed.
- Constant communication with staff members throughout last spring.
- Meetings with our Board of Directors
- *As educators, it is our goal to provide the most equitable form of education for our students. Every decision we make is filtered through the lens of equity, guiding principles, and doing what is best for every member of our school community.*

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning

***WE PLAN TO MOVE TO IN-PERSON LEARNING AS SOON AS THE METRICS ALLOW OR IN THE EVENT THE METRICS CHANGE.**

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.

Due to the reopening metrics being introduced on July 28th, 2020, and updated on August 11th, 2020, by the State of Oregon, we have to plan for distance learning for some of the students in our program. In the event that our state and Lane County numbers do not meet reopening criteria, part of our student body will be in-person and part of our student body will be on a distance learning plan until we are allowed to resume in person classes at Mountain View Academy.

Distance Learning is not equitable and actually creates disparities for many of our students. We draw from a high poverty area and an area that does not have quality internet coverage. The internet coverage that families do have, make streaming video lessons very difficult and time consuming. Families with multiple children would have an even more difficult time.

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.

In the spring of 2020, our students struggled to access internet (even with school supplied hot spots) and mental health was incredibly low due to separation, isolation, and lack of in-person support. As a school that has experienced a student suicide, the mental and emotional health of our students is at the forefront of our minds when navigating the governor's orders. While we believe that ALL students deserve an in-person education, we are not allowed to provide that until the state numbers show that we can return to school (our local numbers already show that we can return to school).

Therefore, our Distance Learning model will be live to provide students with routine, structure, and the most in-person feel possible. We will use SWIVL in our classrooms to teach lessons and provide support to students as they navigate homework. All work will be graded and have appropriate deadlines attached. There will be a turn in day every week, a day for hands-on, CTE

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.

work, and a day for testing/quizzes to take place in a secure environment. We are planning to have these things on the same day, so we maximize the time that we get with students.

The State of Oregon has placed importance on students 10 and under returning to campus for in-person learning. They have stated that 10 and under means Kindergarten through 3rd grade. At Mountain View Academy, we have noted inequities with this decision and will need to add our 4th grade students (who are also 10 and under) to the required return to campus expectation. Our 4th grade class has a documented history of needing additional, hands on support. These students cannot adequately access education without on-site instruction, due to their 504 plans/IEPs, need for social emotional and educational support at a lower level. It would be inequitable for us to assume that these students (and parents) can navigate distance learning without additional supports. Last spring, proved that these students were high risk and could not navigate distance learning on their own. With parents back to work, we feel that we must provide in-person learning for this group to ensure equitable access to education.

Transition to distance learning plan:

Week #1 (September 1 – 3): Social Emotional Week & supply pick up by morning or afternoon cohort.

Week #2 (September 8 – 10): Set up for distance learning, technology lessons, instructional supplies, individual student plans, etc. by morning or afternoon cohort.

Week #3: (September 14 – 18): Start Distance Learning with limited on campus instruction each week.

*Distance learning plan continues until state and local numbers allow us to return to campus.

Guiding Principles:

With equity at the forefront of our decision making, we are committed to providing additional supports (possibly in-person opportunities for students that are disproportionately impacted by the school closure and may be further impacted by distance learning.

- We will provide care for school aged, staff children to ensure they are able to equitably access learning while their parent is working.
- Students that do not have equitable access to education, due to living in an area with no internet connectivity, not having a parent at home to assist with distance learning, or students on IEP/ELL/504 plans will be provided for.
- Students will be provided with chromebooks, school supplies, and all connectivity devices to ensure distance learning success. We will also take the time to train all students on how to use such devices before the start of the school year.

Within our program, we have children that have an ill, primary caregiver. These students will be provided with the option for in-person learning to ensure they have adequate access to education. Additionally, we have many first responders, hospital personnel, and essential daycare providers within our school community. Their children will be provided with the option for in-person learning to ensure their parents have the availability to serve our community.

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.

Distance Learning is not equitable. Even with the Guiding Principles helping us create our distance learning plan, the disparity between the "haves" and the "have nots" will increase due to this mandate. As soon as the metrics show that students can return to in person learning, we will make that transition, consistent with the Ready Schools, Safe Learners guidance.

State metric:

5% or less test positivity rate in the state of Oregon

County metric:

5% or less test positivity rate in Lane County (currently at 1.1%)

Case rate of 10/100,000 in Lane County (currently at 13.9)

If the metrics are met, the following Monday we will begin in-person classes at MVA.

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 unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

EXCEPTIONS FOR SPECIFIC IN-PERSON INSTRUCTION WHERE REQUIRED CONDITIONS ARE MET

- The school currently meets the exceptions required to provide in-person education for students in grades K-3 (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the **Ready Schools, Safe Learners** guidance).



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"><input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.<input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.<input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	Mountain View Academy follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. We also have our own communicable disease plan and we will communicate all the updated illness information to families directly to ensure everyone is on the same team in regards to health and safety.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, 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 <i>Ready Schools, Safe Learners</i> 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 <i>Ready Schools, Safe Learners</i> 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. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <i>Ready Schools, Safe Learners</i> guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance). 	<p>Designated Person: Jessica Cardwell (MVA Director) will ensure all guidance and requirements are followed.</p> <p>Contact information: jessica@mtviewacademy.org 541-735-1709 Mountain View Academy Charter School also follows the School Board Procedures regarding illness in the MVA Handbook & these procedures have been updated with CDC/OHA guideline updates.</p> <p>We used the LCPH, OHA and CDC guidance to create all of our plans because we are a small district and do not have a school nurse.</p> <p>Screening/Isolation: Visual screening of all students is outlined in 1e. Staff will answer a health questionnaire each day. Potentially symptomatic students/staff will be isolated following guidance outlined in 1h. Staff that show multiple symptoms will be replaced by a substitute or one of the directors.</p> <p>Contact Tracing: Tracing logs will be kept for each cohort (including staff), as well as a contact tracing for volunteers/visitors. Our Administrative Assistant will keep the daily logs for a minimum of 4 weeks and will have them easily accessible in the office.</p> <p>We will follow protocol and CDC Cleaning Guidelines for cleaning all of our classrooms, hallways, supplies, bathrooms, and high touch areas.</p> <p>We have a close relationship with the Lane County Public Health Authority and all cases or possible cases of any communicable disease will be immediately reported to them. Likewise, they will report to us any cases that impact our school community. Here is a link to our updated Communicable Disease Plan.</p> <p>Daily logs will be maintained for a minimum of 4 weeks. They will be kept in the Mountain View Academy office, for quick access.</p> <p>We want to be very thorough and clear in our communication with families about COVID cases in our community or school. LCPH is developing form letters for schools to use and we will create our own as well. Clear is kind.</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. <p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ 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. 	<p>Students:</p> <ul style="list-style-type: none"> • All students identified as vulnerable, by physician notification, will be enrolled in distance learning, if possible. • Students who experience disability will continue to receive specifically designed instruction, as per their IEP or 504 Plan. • Students in high risk populations will be provided equitable access to education which may happen on-site if that is what is necessary to reach them. • Students without access to internet, will be provided equitable access to education, which may be on-site, if that is what is necessary to reach them. <p>Visitors/Volunteers:</p> <ul style="list-style-type: none"> • Visitors/Volunteers will be restricted for the 2020 – 2021 school year, or until further notice. • Visitors/Volunteers will be able to enter the office with a face covering & maintaining physical distancing.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>Capacity for Mountain View Academy – rounded to the nearest person.</p> <ul style="list-style-type: none"> • Gym = 4,977 square feet. No more than 142 students. • PreK – 4 Classrooms = 659 square feet in each. No more than 18 people. • 5 – 8th grade classrooms = 836 square feet. NO more than 24 people. • Boys Bathroom: 205 square feet. No more than 6 people. • Girls Bathroom: 205 square feet. No more than 6 people. • Staff Room: 205 square feet. No more than 6 people. • Double Dose Room: 659 square feet. No more than 19 people. • 4th Reading Room: 156 square feet. No more than 4 people. • 1st & 2nd Reading Room: 156 square feet. No more than 4 people. • Kinder Reading Room: 208 square feet. No more than 6 people. <p>MVA will establish cohorts of students using the same rooms, supplies, and equipment for the duration of the day, unless this would severely impact educational needs of our students.</p> <ul style="list-style-type: none"> • To our best ability, we will teach physical distancing, remind students, and modify our schedule to support distancing as much as is possible. • MVA will make efforts to minimize interactions between student cohorts as much as possible (transitions, recess, activities, etc.) • Traffic flow will be outlined in the hallway and any standing zones will be clearly marked (ensuring distancing). However, we will use our outdoor exits as much as possible to mitigate hallway congestion (each classroom is equipped with a separate exit that leads directly outside). <p>Student Population by grade level: Elementary School: 96 Kindergarten: 16 (capped) 1st Grade: 16 (capped) 2nd Grade: 16 (capped) 3rd Grade: 16 (capped) 4th Grade: 16 (capped) 5th Grade: 16 (capped)</p> <p>Middle School: 48 6th Grade: 16 (capped at 16) 7th Grade: 13 (Capped at 16) 8th Grade: 15 (Capped at 16)</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ 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. 	<p>Tracking attendance carefully within cohorts will be critical to support contact tracing. A daily log will stay with each cohort, each day. The daily logs will be kept in the MVA office for a minimum of 4 weeks.</p> <p>Cohorts – MVA will work to minimize the interaction between cohorts as much as possible.</p> <ol style="list-style-type: none"> 1) Transportation Cohort: We will follow the Lowell School District transportation plan, as they provide the transportation for all district students. <i>Mountain View Academy does not provide transportation for students.</i>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>2) Classroom cohorts</p> <ul style="list-style-type: none"> • PE as a cohort • Recess as a cohort • Character Education as a cohort • Elective classes as a cohort <p>3) Lunch Cohorts: We will follow the Lowell School District plan, as we use their food service program. <i>Mountain View Academy does not provide food services.</i></p> <p>4) Middle School Band: Band is provided by the Lowell School District. We will follow their plan for middle school band. <i>Mountain View Academy does not offer Middle School Band.</i></p> <p>5) Speech and Language Cohort (Itinerant staff)</p> <ul style="list-style-type: none"> • This stable group is maintained as much as possible or SL services are provided 1-on-1. The tracing log will identify and track which service is being offered to which student. Speech & Language services are provided by the Lowell School District; we will follow their plan. <p>6) Special Education Services:</p> <ul style="list-style-type: none"> • To the extent possible, students receiving supports beyond core instruction (special education or related services) will receive their support within their grade level cohort. Special Education services are through the Lowell School District; we will follow their plan. <p>Cleaning protocol: All staff will be provided with the necessary cleaning supplies and will be required to thoroughly clean the classroom at the end of each day. We have moved away from community supplies in the classroom but if there is ever anything that is shared between students, it will be cleaned between student use. Each cohort's recess/PE equipment/supplies will be sanitized on a daily basis. Routine cleaning of high traffic/touch areas will follow: https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ 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"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community. 	<p>Lane County Public Health created a form letter for schools to use and we will use that. However, our communication team is creating easy to read communication tools to send to families explaining infection control measures that are being implemented and what returning to school will look like (in the classroom, drop off/pick up, cleaning procedures, student hygiene, explaining cohorts, etc.) These will be released weekly, throughout the month of August so our families are informed and of the same mindset to start the year.</p> <p>Letter & updates will be given to staff explaining infection control measures that are being implemented, training on tracing, etc.</p> <p>As a small school, our communication protocol for parents & staff to report illness, symptoms, and exposure reporting is a phone call or email. We will document these instances and keep them with our tracing logs.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. • They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☒ 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. ☒ 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. ☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>Screening Students: Students will be visually screened by our staff each day. When the screening indicates that a student may be symptomatic, the student is directed to the office for further screening, with the student's privacy in mind. Parents will also be contacted.</p> <p>Entry:</p> <ul style="list-style-type: none"> • Students will enter from the exterior (individual classroom doors) to eliminate congregating in the hallway. Students will be given hand sanitizer or asked to wash their hands upon entering. • Walkers will enter through the front doors where they will be asked to wash their hands or use sanitizer. <p>Dismissal:</p> <ul style="list-style-type: none"> • Students will exit the classroom from the back door (so as not to congregate in the hallways or exterior of school) and will go directly to their car. • Walkers will exit through the front doors. <p>Screening Staff:</p> <ul style="list-style-type: none"> • Staff will answer screening/symptom questions on a daily basis. • Staff are required to report to the administrator when they may have been exposed to COVID-19. <i>Exposure is defined as 15 or more minutes within 6 feet of a person that has tested positive for COVID19.</i> • Staff are required to report to the administrator when they have multiple symptoms related to COVID-19. • Staff members are not responsible for screening other staff members for symptoms. <p>We will follow Lane County Public Health's advice on restricting students from school and we will make sure to clearly outline the time a student needs to be out of school AFTER symptoms have subsided with each parent of a sick child.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Restrict non-essential visitors/volunteers. ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. ☒ 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>Non-essential visitors/volunteers will have restricted access to our building. All other volunteers/visitors will receive COVID-19 screening, wash hands/sanitize, wear a face covering, and provide tracing information. Visitors/volunteers will not enter the classroom without administrator approval.</p> <p>MVA will maximize the use of meetings by appointment only, ZOOM meetings, and teleconferences for parent meetings. As a small school, we typically rely on daily (in-person) communication with families. However, we will work to limit contact and on-site, group meetings as much as possible.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	Note: substitute teachers/aides, student teachers, itinerant staff, and board members are not considered visitors.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. ☒ 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: ☒ 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>Protections under the ADA or IDEA</p> <ul style="list-style-type: none"> ☒ 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 minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 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: 	<p>Facial coverings are required for:</p> <ul style="list-style-type: none"> • Nurses or designated health service providers when administering medication or providing direct service to an ill or symptomatic student. • Bus drivers – facial covering must be in use when stopped but can be lifted when driving. <p>Facial coverings/shields are recommended for:</p> <ul style="list-style-type: none"> • Children in Kindergarten – 8th grade • All teaching staff • Front office staff – when working with parents and community members. <p>Facial coverings/shield are NOT recommended for:</p> <ul style="list-style-type: none"> • Children during PE or recess • Children with a medical condition that makes it difficult to breathe with a face covering • Children with a disability that prevents them from wearing a face covering. • Children with sensory issues, autism spectrum disorders, anxiety, or claustrophobia or other issues that will keep them from accessing an equitable education. • Children that are unable to remove the face covering independently <p><i>Face coverings can be required for use by children but should never prohibit or prevent access to instruction or activities. Students who cannot wear a face covering/shield, will be provided equitable access to instruction by Mountain View Academy Charter School.</i></p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • 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. <p><input checked="" type="checkbox"/> 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 be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p><input checked="" type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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.</p> <p><input checked="" 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.</p> <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. <p><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.</p>	<p>The Director and Executive Assistant will connect weekly on updates for plan and isolation measures taken to that point.</p> <ul style="list-style-type: none"> • All students who become ill at school will remain at school, supervised by staff until parents can pick up from the designated isolation area (i.e. health room or isolation room). <ul style="list-style-type: none"> - Students will be provided with a facial covering or shield (if they can safely wear one). - Staff should wear a facial covering and maintain distance but never leave the student. - Parent/guardian will be contacted to pick up the student from the health room. • While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. • Staff will maintain student confidentiality as appropriate. • Daily logs must be maintained containing the following: <ul style="list-style-type: none"> - Name of student sent home for illness, cause of illness (if known), time of onset - Name of students visiting the office for illness, symptoms, even if not sent home.

OHA/ODE Requirements

- 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.
 - 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.
 - If able to do so safely, a symptomatic individual should wear a face covering.
 - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.
- Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority.
 - If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - 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.
 - 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.
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.

Hybrid/Onsite Plan

- Staff & students with known COVID-19 cannot remain at school and will need to quarantine themselves for 14 calendar days and be symptom free before returning to school.
- Staff and students displaying COVID-19 symptoms, per current OHA guidance, CDC guidance, or LPHA guidance, should not remain at school, should be tested for COVID-19, and should return only after their symptoms resolve or they are physically ready to return to school.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. <input checked="" type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. <input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. 	<p>All students will be enrolled following the Oregon Department of Education guidelines.</p> <ul style="list-style-type: none"> • No student will be dropped for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> - Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 - Have had COVID-19 symptoms for the past 14 days

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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 checked="" 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 checked="" type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health. 	<p>Attendance will be taken each school day. For students in a hybrid or distance learning plan, attendance & participation expectations will be communicated clearly and families will be given a copy of the expectations.</p> <p>Administrative Assistant and Director will monitor the absent rate and will stay in close contact with families.</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<p>We have technology and connectivity data and will continue to update our information as we enter the 2020 – 2021 school year. We have the resources to provide technology & connectivity to the students that require it. Upon return, all technology will go through sanitation protocols as outlined by the CDC.</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. 	<ul style="list-style-type: none"> • Handwashing: Students will wash hands or sanitize upon entry to the school building. Students will wash hands before lunch/snack

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<p>and frequent hand washing opportunities will be provided throughout the school day.</p> <ul style="list-style-type: none"> ● Equipment: All classroom supplies and equipment will be cleaned and sanitized before use by another student or cohort group. ● Safety Drills: During fire drills (and other safety drills), all cohort classes will exit and re-enter through their back doors to eliminate congregating in the hallways. ● Events: Field trips will be modified to ensure the safety of our students and with respect for local businesses. Many of our field trips will move to outdoor venues or within individual classrooms. All assemblies, special performances, school wide parent meetings and large gatherings will be cancelled or designed in a manner that allows appropriate distancing to be maintained throughout. ● Transitions/Hallways: Classes will use the outdoor, classroom exit as often as possible to eliminate congestion in the hallways. When in the hallway, traffic will always flow on the right of the hallway with delineated pathways. <ul style="list-style-type: none"> - Classroom Line up: Lining up as a class will be limited as much as is possible. When lining up, staff will work to teach students how to maintain distance between themselves and other students. ● Personal Property: MVA will provide all school supplies, water bottles, ear buds/headphones, books, etc. and all supplies will be labeled for individual student use only. If personal items are brought to school, these items should not be shared. ● Restrooms: Students will use the bathrooms within their designated hallway and will be released from their classroom to use the restroom, so as to avoid large groups waiting outside. These bathrooms will be cleaned daily.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ 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. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ 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. 	<p>Screening students: Students will be visually screened by the staff upon arrival. When screening indicates that a student may be symptomatic, the student will be directed to the office. Screening will include updating the cohort or individual student logs.</p> <p>Entry:</p> <ul style="list-style-type: none"> ● Drop off: Each teacher/staff member will use a sign-in/sign-out protocol to help facilitate contact tracing. Students will be dropped off in a drive thru format. Students will be dropped off at the back, classroom door to eliminate large numbers of people within the building. ● Staff will fill in the information and not allow a shared pen/paper. ● Students will need to wash hands/sanitize upon arrival. Sanitizing stations will be placed near all entry doors. ● We will share with families the need to keep drop off/pick up interactions as brief as possible. <p>Dismissal:</p> <ul style="list-style-type: none"> ● Students in K – 8 will be released through their back doors, directly to parent cars in a drive thru format. Walkers will exit through the front doors.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> • Seating: Student desks and tables will be arranged in a way that facilitates distancing between students. Desks/seat will be assigned so students sit in the same desk throughout the day. Desk and chair will be sanitized between students or at the end of each day. • Materials: Each classroom will limit community supplies when possible. If it is necessary for students to share items, these items will be cleaned between student use. • Handwashing: Students will wash hands before each meal and frequently throughout the day. When handwashing is unavailable, sanitizer will be available. • Respiratory Etiquette: School staff will consistently teach and reinforce the need for ongoing respiratory etiquette. • Furniture: All furniture will be sanitized each day. • Classroom Procedures: All K – 8 classes will use an assigned cubby or storage space for individual belongings. All shared spaces will be cleaned between cohort use. • Environment: When possible, windows will be open in the classroom to increase air flow. Air purifiers will run all day, every day, in every classroom. Running on "germ mode" they are able to cycle the classroom air once per hour.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ 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. ☒ 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 CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<ul style="list-style-type: none"> • Playground: Cohorts will use the playground for recess each school day. • Supplies: each cohort will use their own playground supplies (balls, hula hoops, jump ropes, etc.) • Recess activities will be planned to support physical distancing and maintain stable cohorts throughout the day. This will include area designation for cohort groups for the full day, on a rotating schedule. Each cohort will have their own recess supervision and recess will take place outside as often as possible.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ 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. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. ☒ 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. 	<p>Mountain View Academy will follow the Lowell School District plan for meal service and nutrition. <i>Mountain View Academy does not have a meal service program.</i></p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance). ☒ 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"> • 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. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings. 	<p><i>Mountain View Academy will follow the Lowell School District plan for transportation. All transportation is through our sponsoring district.</i></p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking 	<p>Following CDC guidelines, all frequently touched surfaces (door handles, sink handles, bathroom doors, books, etc.) will be cleaned</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms.</p> <ul style="list-style-type: none"> ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ 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. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<p>regularly throughout the day or at the very minimum between cohort use.</p> <p>Each classroom will have an air purifier and filters on each will be checked and changed regularly.</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<p>Each teacher will provide age appropriate hand hygiene and respiratory etiquette education to endorse a prevention-oriented program for all students. This includes newsletters and signage in the school setting for health promotion.</p> <p>We will practice appropriate communicable disease isolation and exclusion measures.</p> <p>Staff will participate in required health services related training to maintain health services practices in the school setting.</p> <p>COVID-19 specific infection control practices for staff and students will be communicated. Review 504 and IEP accommodations and IHP's will be advised to address vulnerable populations</p> <p>Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students.</p>

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

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the “household” or “family unit” applies to your residents and staff <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	Not applicable

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. 	<p><i>We will follow the Lowell School District Emergency Procedures and Drills guidelines as we complete drills together and Lowell School District is in charge of documenting each drill.</i></p> <p>Safety Drills: Safety drills at the start of the school year will be scheduled for both cohorts of students to participate:</p> <ul style="list-style-type: none"> • September evacuation drill • Lockdown drill • Earthquake drill • Remaining drills will alternate monthly between cohorts. • Staff and students will follow distance requirements during exit of the building. • Re-entry to the building will be through an assigned entry point to reduce incidental contact. <p>Safety drills will be carried out as close as possible to the procedures that would be used in an actual emergency. If appropriate and</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. ☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. ☒ Drills should not be practiced unless they can be practiced correctly. ☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. ☒ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete. 	<p>practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p>Staff will be trained on changes to safety drills prior to students arriving on the first day of face-to-face engagement. Students/staff will be instructed to wash their hands with soap and water for 20 seconds, or used a 60%-95% alcohol-based hand sanitizer after the drill is complete.</p> <p>We will train our staff on updated drill information and walk through the drills themselves to prepare for this fall.</p> <p>We will work to schedule drills to ensure that the various cohorts of students are able to participate. When returning from the drill, students will wash or sanitize their hands.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> • Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. • Use the least restrictive interventions possible to maintain physical safety for the student and staff. • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. 	<p>With the school closure and slower academic pace last spring, we will be providing all possible support to help students with lagging skills. We are in an area where internet accessibility is a problem, poverty levels are high, and many families require both parents to work. We are working to provide as many services to our school community as possible – with the limitations placed on us by the ODE guidance. With so many students disproportionately impacted by the closure last spring, and our lack of confidence in distance learning equitably meeting the needs of our students, we may petition the Oregon Department of Education for a pilot program.</p> <p>This is a very stressful time for both staff and students and the re-entry into this school year has the potential to create a lot of anxiety and nervousness. We are training staff to lead class meetings, check-in with students (SEL format), and create a safe place for our students to process emotions, frustrations and worries.</p> <p>We have cohorted our students and will bring them to the school (morning or afternoon, 2 hours) for two days of each of the first two weeks of school. Our goal is to establish relationships, teach routine and structure, and check in with students. We will be doing weekly, SEL check-ins with our students and virtual check-ins throughout each week. We have always placed value on meeting the needs of a student before trying to teach them – whether that meant giving a student a hug, feeding them breakfast, or having an individual check in with them.</p> <p>*If we deem a student to be “high risk”, we will work with parents to create an individualized plan, seek counseling/support, and talk through other options with our district.</p> <p>As always, we have plans in place to mitigate behavior issues within our student body. Each individual student has unique needs and would require a unique mitigation strategy. Our administration is always on campus and able to lead our staff in the de-escalation of each behavioral situation.</p> <p>Public health and safety requirements will be considered as plans for</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> • Preplan for a clean and safe alternative space that maintains physical safety for the student and staff • Ensure physical distancing and separation occur, to the maximum extent possible. • Use the least restrictive interventions possible to maintain physical safety for the student and staff. • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> • Maintain student dignity throughout and following the incident. • Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. • Use the least restrictive interventions possible to maintain physical safety for the student and staff • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. <p>☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p> <p>Protective Physical Intervention</p> <p>☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).</p>	<p>behavior mitigation strategies are developed.</p> <p>Spaces that are unexpectedly used to de-escalate behaviors will be appropriately cleaned and sanitized after use and before the introduction of other stable cohorts in the same space.</p> <p>Reusable Personal Protective Equipment (PPE) will be cleaned/sanitized after every episode of physical intervention.</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☒ Establish a specific emergency response framework with key stakeholders. ☒ 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>We are committed to coordinated communication with Lane County Public Health Authority and providing a rapid response to outbreak.</p> <p>When cases are identified in the local region, a response team will be assembled to handle the communication and response. Our emergency response team is made up of Johnie Matthews (Lowell SD Superintendent), Jessica Edgerton (Lundy Principal), Jessica Cardwell (MVA Director), Laurie Cardwell (MVA Director) and Julie Valencia (MVA Board Chair).</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	If school closure is advised by the Lane County Public Health, consultation will occur between LCPHA and our District's emergency response team.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input checked="" type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <ul style="list-style-type: none"> • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure <input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input checked="" type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input checked="" type="checkbox"/> Continue to provide meals for students. <input checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families. 	<ul style="list-style-type: none"> • When cases are identified in the local region, a response team will be created, outlined in 3a. • We will closely monitor absences due to illness and in the event that rates increase by 20% or more, we will report to LCPH. • We have already modified, postponed and cancelled all large group events to ensure the health of our school community. No events will be scheduled until further notice. • If the school is closed, we will immediately implement short-term distance learning for all staff and students. Technology and connectivity will be provided for the families that need it. <p>Return to on-site criteria will be communicated to families throughout our short-term distance learning.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input checked="" type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> • Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<p>If school closure is advised by the Lane County Public Health Authority, we will meet with our Emergency Response Team, our staff and the MVA board of directors to ensure processes are consistent and clearly communicated.</p> <p>We have instructional models planned to support all learners in a distance learning setting. <i>However, there are quite a few hurdles, as many in our community do not have access to internet, even with a school provided hotspot. See our distance learning plan on page 1.</i></p> <p>In the event that a closure happens, we will sanitize and disinfect surfaces and follow CDC & LCPH guidance for deep cleaning in all areas of the school.</p>



ASSURANCES

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

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



4. Equity

4A. Mountain View Academy Charter School admits students of any race, color, religion, gender, sexual orientation, national and ethnic origin, marital status, age and disability to all the privileges, programs, and activities generally accorded or made available to students of the school. It does not discriminate on the basis of race, color, religion, gender, sexual orientation, national and ethnic origin, marital status, age, and disability in administration of its educational policies, admission policies, scholarship and load programs, and athletic and other school administered programs.

- We have many families that did not have access to internet or technology. We provided both to families so there was equitable access to educational information and we will provide it to families if we go into distance learning for any period of time during the 2020 – 2021 school year. However, due to our rural location, even with a hot spot some families were not able to access internet and therefore could not access live class discussions, connect with classmates, or contact their teacher outside of email.
- We will be providing social emotional learning courses/classes for all of our students to help them navigate COVID-19 and all the new protocols.
- To provide equitable access for all students, Mountain View Academy provides all school supplies for each student throughout the school year.

4B. Mountain View Academy Charter School centers all decision making on ensuring our students and families have equitable access to education. We have a panel in place to consistently evaluate equity during our decision making and any/all dilemmas that may arise for our communities, families, and students.



5. Instruction

5A. Instructional Time: Mountain View Academy Charter School is a PreKindergarten – 8th grade school and our K – 8 students will be in class for a minimum of 900 hours for the 2020 – 2021 school year. Kindergarten – 8th grade will start school on September 1st.

5B. Instructional Model: Mountain View Academy has chosen a Hybrid instructional model for 2020 – 2021. Students will have access to nutrition and meal services through the Lowell School District. High risk students, students needing to remain home due to COVID-19, will be moved to Short-Term Distance Learning by synchronizing their DL plan with the classroom so the student can stay connected with teacher and peers.

5C. Instructional Schedule & Academic Calendar: Mountain View Academy has an earlier start date (September 1) than our sponsoring district and our last day will be on June 11, 2021. We have created stable cohorts and will maintain these cohorts throughout the school year or until we are notified that we can move away from cohorting. Students will begin on September 1st. We have reserved the first two weeks of school as a "running start" for our distance learning program. Students will be provided with all necessary supplies, technology, will receive SEL training, and all training in regards to virtual learning during those first two weeks.

5D. Instructional Considerations: We will be using Oregon State Standards to guide our teaching. We will provide additional supports for students who need a double dose in small group settings.

5E. Safeguarding Student Opportunity: We will use the first couple weeks of the 2020 – 2021 school year to evaluate students and get them the extra help they need to feel confident. We recognize that 20/21 will be unlike any school year we have had, and we are dedicated to practices that ensure inclusion, creating a plan for each student’s success. We will also support the mental and emotional wellbeing of our students by providing an SEL class each week where they learn to navigate the emotions they are feeling, learn to manage anxiety, fear, and stress, and provide opportunity for connection.

5F. Instructional Activities with A Higher Risk for Disease Spread: Mountain View Academy will mitigate risk by making necessary modifications to certain activities, limiting use of class supplies, and providing individual supplies for each student. Additionally, we will follow the CDC guidelines for cleaning/sanitizing each day. For all elementary music classes, each student will have their own instrument – labeled with student name – for personal use only. *Middle School Band will follow Lowell School District guidelines.*



6. Family, Community, Engagement

6A. Partnership in Planning: Mountain View Academy will be including early learning program leadership in our planning process and PreKindergarten is included in our Operational Blueprint and return to school plans. This blueprint serves as our plan for PreKindergarten until the guidance is released on August 11th.

6B. Communication: Communication regarding re-entry into the 2020 – 2021 school year will be sent out to families in the language they speak. We have designed regular intervals for communicating with our families. We know that most will not read our Operational Blueprint due to the size of the document. We have created an alternative (bullet point) document that we will release in increments to our families. The Operational Blueprint will be posted to our school website and will be in our main office to ensure equity for those that may not have computers in the home.



7. Mental, Social, and Emotional Health

7A. Planning: We will teach social emotional learning to our Kindergarten through 8th grade students. In middle school, our students have a weekly class that focuses on mental health. Additionally, this has been a difficult year for staff, and we are committed to training, evaluating, and helping our staff to focus on mental, social, physical, and emotional health. We have an SEL Coordinator on staff and two licensed, crisis counselors on our Board of Directors.

7B. Resources and Strategies: We recognize and acknowledge the stress and trauma that students, families, and staff have experienced over the last 6 months and we know that transitioning back to school will be very difficult for some staff members and students. We want to prioritize and make time to process & debrief experiences and feelings rather than expecting students & staff to jump back into the normal schedule. Resources will be made accessible through the Mountain View Academy Director blog for mental and emotional health services and supports. [Self-Care and the Coronavirus](#)



8. Staffing and Personnel

8A. Supports: As always, we will support our staff through the re-entry and will provide training, so they are equipped with the tools necessary to begin on-site learning. We will continue communicating with our staff as we develop the Operational Blueprint to alleviate anxiety & worry and to keep them informed regarding the direction our school is going in. We are working on developing protocols to communicate possible COVID-19 exposure to our staff members and we are providing them with Professional Development Funds to be used in support of their mental, emotional, and physical health.

8B. Public Health Training: Our Mountain View Academy staff will be trained on the COVID-19 protocols & guidelines and they will receive the appropriate PPE that they can choose from. Each staff member will receive COVID-19 symptoms lists and will know the process if a student/staff member has those symptoms. Our staff will be trained on FERPA and HIPAA to ensure confidentiality upon re-entry.

8C. Professional Learning: A large portion of our 20/21 in-service training will be on social emotional learning supports and trauma-informed care practices, as we re-establish a supportive school culture that teaches anti-discrimination and addresses any and all

shaming. As part of our in-service training, we will be focusing on ways to care for the mental, physical, emotional well-being of our staff and how we can continue to make this a priority throughout the school year.

Assurance Compliance and Timeline

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

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