

The background of the entire page is a grayscale, high-magnification microscopic image of numerous virus particles. Each particle is roughly spherical with a textured surface and is covered in many thin, hair-like projections (spikes) that extend outwards. The particles are scattered across the frame, with some appearing more prominent than others.

2021

CONTINUITY OF OPERATIONS PLAN

SAFE AND HEALTHY RETURN TO SCHOOL

PREPARED BY THE

Mary C. O'Brien Accommodation District #90

(Revised July 2021)

2021

PURPOSE OF THIS DOCUMENT

The COVID-19 pandemic has created a new normal for school districts. The closure of school buildings and transition to remote learning has posed significant questions regarding how school districts should operate when this type of health crisis occurs. The Mary C. O'Brien Accommodation District has adapted this document with permission from the JO Combs Unified District Pandemic Response Plan as a guide for addressing how our District will respond should a future pandemic impact operations, instruction, and service delivery. The purpose of this document is to provide specific plans for the continuity of operations of the District in the short-term, as well as plans for operations in the event of future building closures. This document is designed to provide specific details in the areas of governance, communication, teaching and learning, students with disabilities, wellness, facilities, technology, and district and school operations.

The COVID-19 pandemic has demonstrated how school operations can change in a minute, and that there is no universal plan to address the various issues facing students, educators, and administrators. For that reason, this plan is intended to be a "living" document and will change and adapt as our District and schools learn from ongoing developments.

In the Mary C. O'Brien Accommodation District, the safety, health, and well-being of our students, staff, parents, and school community will always be the number one priority. Like the rest of the world, the District was quickly immersed into a situation where solutions had to be developed quickly and align with ever changing national and state orders and guidelines. Despite those challenges, our priority does not waver.

Ultimately, this plan is designed to reassure students, families, employees, and community members that the District is doing everything possible to create the safest learning environment for our students and staff. The trust of our families and community is paramount to our success, and we remain committed to maintaining that as we navigate the future together.

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Special thanks to Dr. Gregory Wyman and the JO Combs Unified School District for providing the bases for this document and sharing of the framework, format, and some of the information provided.

Information was also sourced from:
Center for Disease Control and Prevention (CDC)
Arizona Department of Health Services (ADHS)
Arizona Department of Education (ADE)
Arizona Governor's Office

GOVERNANCE

The Governance section provides a shared understanding of the goals, responsibilities, and accountability for the plan. This portion of the plan provides a framework as well as specifics of the overall operations of the Mary C. O'Brien Accommodation School District in-between, prior to, during and after a pandemic event.



INTRODUCTION

The COVID-19 pandemic experienced during the Spring semester of the 2019-2020 school year resulted in an unprecedented amount of change throughout the country. These changes impacted all sectors, especially K-12 education. In this situation, the change was thrust upon school systems with no warning. School districts had to rapidly respond to decisions that were made at the national and state level.

The good news is that school districts learned a great deal from the statewide school closure and corresponding transition to virtual learning. The purpose of this document is to establish a plan based on lessons learned during the COVID-19 pandemic. While written through the lens of recent events, this plan will provide specific direction and decisions for any pandemic situation that may arise. This could include influenza, COVID-19, or even a new unidentified virus.

The priorities of the plan are to:

- Slow the spread of the virus
- Limit the number of illnesses and potential deaths
- Preserve continuity of essential school functions
- Minimize educational and social disruptions
- Minimize economic and academic losses

This plan will be coordinated and aligned with other local, county, and state emergency management guidelines and protocols.

PLANNING ASSUMPTIONS

Five assumptions will guide the MCOB School District decisions, preparations, and actions in the event of a pandemic. These decisions will provide a framework should there be a need to modify instruction and operations, suspend school operations or make decisions regarding resuming school operations.

- All decisions will be made with the health and safety of all students and staff as the primary factor. Health and safety considerations for students and staff at school as well as home will be evaluated when making these decisions.
- The District will work with local, state, and national agencies to follow established guidelines, Executive Orders, and recommendations. Due to finite budget resources and other limitations posed by facility capacity, staffing, supply chain and budget restrictions, alignment with these guidelines will take place **to the greatest extent possible**.
- Given the complexity of issues created by a pandemic, the District recognizes and supports personal responsibility for students, parents/guardians, staff, and the community in the decision-making process.
- The District will maximize resources to ensure equitable education of all students within the school district.
- Schools will work with families to provide the necessary resources to address educational, nutritional, and social emotional needs.

GUIDING PRINCIPLES

Five educational guiding principles will guide District decisions, preparations, and actions as part of the educational process. These principles include:

1. Ensure a safe learning and working environment for students and staff.
2. Maximize in-school student learning experiences, as allowed by state guidelines.
3. Ensure all students receive instruction that meets state and federal standards and have the necessary supports for success, including:
 - a. Social-emotional wellness and health supports
 - b. Access to technology
 - c. Additional support to meet the needs of special populations.
4. Provide training, time, and support necessary for staff to prepare to provide a high-quality learning experience in clean and safe schools.
5. Provide proactive, clear communication to all families and staff.

DEVELOPMENT OF PLAN

In the development of this plan, the MCOB School District relied on three organizations to establish an initial framework: the Center for Disease Control and Prevention (CDC), the Arizona Department of Health Services (ADHS), and the Arizona Department of Education (ADE).

INSTRUCTION

The District reviewed, researched, and considered several options for instruction. Due to the size of our district, staffing, students, and community we will only offer full in-person classes if buildings are allowed to open. If buildings are closed, we will offer virtual instruction.

ANNUAL DISTRICT CALENDAR

Arizona Revised Statute (A.R.S.) governs the number of days and the instructional hours that are required for students attending school in Arizona. A.R.S. 15-901 requires all students to attend one-hundred and eighty (180) days of school or a specific number of instructional hours per grade level per year. The law requires the following for each grade level:

Kindergarten	1st - 3rd Grade	4th - 8th Grade	9th - 12th Grade
356 Hours	712 Hours	890 Hours	720 Hours

**Note: For Special Education preschool, the law stipulates that a minimum of 360 minutes per week of instruction in a program that operates at least three days a week meets at least 216 hours over the minimum number of days.*

The annual calendar for the District is built based on these parameters as well as required national or state holidays. The final factor are local considerations for Fall, Winter, and Spring Breaks or professional development days.

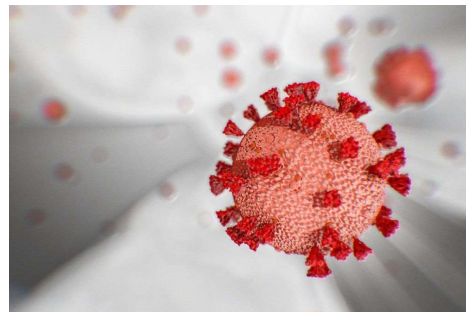
The 2021-2022 School Year will begin on August 5th, 2021. We anticipate following our traditional adopted calendar with full in-person instruction for the 2021-2022 School Year.

SCHOOL DECISION TOOL

When making decisions regarding the reopening of schools, the District has adapted the ADE Roadmap for Reopening Schools, and reviewed CDC Guidance on Reopening Schools. It is critical to note that determination of the most appropriate actions will always be guided by the unique needs and circumstances of our school community. Final determination of decisions in a Pandemic will be based on consideration of national and state governmental orders regarding the pandemic and the MCOB District's assessment of the impact of the pandemic at the local level.

COVID-19

This section provides a detailed summary of health and safety recommendations that will be implemented to prevent the spread of COVID-19, as well as best practices when addressing confirmed cases of COVID-19 within the District. Information in this section may also be utilized in the event of other types of pandemics.



PREVENT THE SPREAD

The MCOB District will continue to collaborate with local and state health officials to ensure a safe and healthy learning environment for students and staff. Any person entering school sites or District facilities will be required to follow all public health recommendations and guidelines. Summarized below are current health and safety recommendations based on available information as of **July 2021**. Please note that these guidelines may be subject to change as public health situations evolve or more information becomes available.

Physical Distancing

- Minimize or modify mass gatherings of large groups such as assemblies, cafeterias, field trips, and staff meetings whenever possible.
- Maintain as much physical distancing as possible on buses and while outside, including recess. **Masks for students and staff are optional on school grounds.**

Building Use

- Non-essential visitors will be limited to minimize exposure and lower building capacity.
- Signage and messaging will be displayed in highly visible locations throughout school sites to encourage healthy habits such as hand washing, traffic flow, physical distancing, and proper use of face coverings.

Personal Protective Equipment (PPE)

- Staff Face Coverings/Masks:
 - **Masks will be optional on campus and required in school vehicles.**
- Students Face Coverings/Masks:
 - **Masks will be optional on campus and required in school vehicles.**
- Gloves are always required for Food Services workers and custodians and recommended for staff who are cleaning or sanitizing an item or surface.

Handwashing and Hygiene

- Proper handwashing techniques will be taught and reinforced to ensure adherence among students and staff.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Students will wash or disinfect hands throughout the day, including when entering the classroom, prior to lunch and after recess/breaks.
 - Hand washing time will be built into the day for elementary students, and secondary students will be asked to wash or disinfect hands at each of the above intervals.
- Staff and students will be encouraged to cover coughs and sneezes with a tissue or place their mouth and nose in the crook of their elbow. Used tissues will be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

Personal Responsibility

The District recognizes the importance of strong positive relationships between parents/guardians, staff, and schools for student success. Working together to prevent the spread of COVID-19 will also ensure a safe learning and working environment for all. The following expectations are essential for creating the safest school environment for the upcoming year:

- Adults should screen themselves and their children daily for signs of COVID-19. This should include taking temperatures and looking for a fever, cough, or shortness of breath. This will be especially important for individuals identified in the high-risk categories.
- Staff and families will be educated about the importance of staying home when appropriate.
 - Staff and students who are sick should stay home. This includes all individuals who have a temperature greater than 100.4°.
 - Staff and students should stay home if they have tested positive for or are showing COVID-19 symptoms.
 - Staff and students who have recently had close contact with a person with COVID-19 must follow the District guidelines outlined later in this section.
 - Policies and communication regarding truancy will also be evaluated to accommodate those who stay home when sick.

PREPARATION FOR WHEN SOMEONE GETS SICK

The following guidelines will be utilized by the District in the event a staff member or student gets sick while at work or school:

Stay Home When Sick

- Staff and families should not come to work or school if they or their children become sick with COVID-19 symptoms or test positive for COVID-19. They must notify their immediate supervisor or school if they or their child have become sick with COVID-19 symptoms or test positive for COVID-19. If they or their children have been exposed to someone with COVID-19 symptoms they must follow guidelines provided by their health care provider and district procedures.

Student shows symptoms of COVID

Student may return under one of the following conditions:

- Negative COVID test and symptoms improved and 24 hours without fever and no use of fever reducing medicine
- Doctor diagnosis other than COVID
- Stay home for at least 10 days after symptom onset and symptoms have improved and 24 hours without fever and no use of fever reducing medicine.

Isolate and Transport Those Who are Sick

- If a staff member or student is suspected of having COVID-19 at work/school, staff, and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school will be immediately separated.
- Staff who are sick will be sent home or to a healthcare facility depending on how severe their symptoms are and follow health care provider guidance for caring for oneself and others who are sick.
- Students will be released to their parent/guardian, who should take the student home or to a healthcare facility depending on how severe their symptoms are and follow health care provider guidance for caring for oneself and others who are sick.

Clean and Disinfect

- The District will close off areas used by a sick person and not use these areas until after cleaning and disinfecting.

Notify Health Officials and Close Contacts

- In the event the sick staff member or student receives a positive test for COVID-19, the procedures outlined in the subsequent subsections will be followed.
- An isolation area will be implemented at each school to separate anyone who has COVID-19 symptoms or tests positive without symptoms.

Fully Vaccinated Persons

- Per CDC guidance, full vaccinated persons may refrain from testing and quarantine following a known exposure if asymptomatic.

CONFIRMED CASES OF COVID-19

If there is a confirmed case of COVID-19 in the District, a short-term closure of some or all facilities may be implemented. A confirmed case is identified as **an infected person being in a school/district building**. In such cases, the District will implement the following procedures.

Coordinate with Local Health Officials

Once the District learns of a confirmed COVID-19 case of someone who has been in a District building, the District will immediately notify local health officials. Health officials will help District administrators determine an appropriate course of action based on the case and potential exposure.

Temporary Closure of Facilities

The District may dismiss staff and students at an affected school site or facility depending on the situation. An initial short-term building closure will allow time for the local health officials and District administrators to assess the situation and determine appropriate next steps, including making the determination if an extended building closure is necessary to stop or slow further spread of COVID-19.

During the assessment period of a temporary building closure:

- Local health officials and District administrators will establish recommendations for the scope (e.g., a single school, a building at a school) and duration of closures.
- Staff, students, and their families of the impacted site or building will be discouraged from gathering or socializing elsewhere.

Communication

The District will work closely with local health officials to disseminate accurate and timely communication regarding confirmed COVID-19 cases and any building closures. In addition to the communication platforms and best practices outlined in the Communications section of this document, school staff will follow guidance of the health department on a reporting a confirmed case of COVID-19.

Extending a Building Closure

The decision to temporarily close a building or facility is not taken lightly, and the extension of a closure may take place if deemed necessary to stop or slow the further spread of COVID-19.

- Depending on exposure and health and safety factors, some facilities may be allowed to open for limited uses during a temporary or extended building closure.
 - Teachers may be allowed to develop and deliver lessons and materials virtually from their classrooms, thus maintaining continuity of teaching and learning.
 - Other staff members may be allowed to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed on site will be made in collaboration with local health officials.
- District administrators will work in close collaboration and coordination with local health officials to make building closure decisions. The nature of these actions (e.g., geographic scope, duration) may change as the public health situation evolves.
- District officials will seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed to for the safety of the school community. This guidance will be aligned with the phases outlined in the various sections of the District's Continuity of Operations Plan.

Supporting Students During a Building Closure

In the event of a building closure, the District will ensure continuity of educational and support services for all students. These are outlined in more detail in the respective sections of this document but include implementation of in-person and virtual learning, provision of essential social services, and ensuring continuity of food service programs.

Returning to School or Work

The following CDC guidelines will be utilized by the District when a staff member or student **has a confirmed case of COVID-19**. These guidelines also provide specific steps that must be completed prior to returning to school/work following a positive test for COVID-19. **All staff and students with a confirmed case of COVID-19 will follow CDC and/or Arizona Department of Health guidance**. Upon confirmation of a positive test, staff must inform their school site or Human Resources of the test results immediately. Parents must inform their child's school of a positive COVID-19 test. Staff and students may return to work or school upon meeting the following criteria*:

- **10** calendar days have passed since the date of their first positive test or documentation from a doctor or local health department allowing the return to work, **AND**
- Staff/student has no fever for at least **24** hours prior to returning (that is **one full day** of no fever without the use of medicine that reduces fevers), **AND**
- Other symptoms have improved (for example, when cough or shortness of breath have improved), or symptoms were never present.

CLOSE CONTACT OF COVID-19

The following CDC guidelines will be utilized by the District when a close contact has been identified. Per the CDC guidelines, a close contact is an individual who has been within six feet, for 15 minutes or more, of a person who has tested positive for COVID-19. The timeframe for having contact with the confirmed individual includes the period of 48 hours before the individual becomes symptomatic.

To the greatest extent possible, staff and students will be notified if they meet the criteria of a close contact of a confirmed case. This notification may come from local health officials or the District. If a student or staff member feels they may meet the requirement for close contact, but they have not been notified of a close contact situation, they may voluntarily choose to follow the guidelines presented below.

Staff or students who have had an exposure as a close contact but remain asymptomatic will adhere to the following practices while at work or school:

- **Self-Screen:** Staff and students should take their temperature and assess symptoms prior to coming to work.
- **Wear a Mask:** **Masks are optional for staff and students on school campus.**
- **Physical Distancing:** Staff and students should try to maintain physical distancing in the work or school setting.
- **Disinfect and Clean Workspaces:** Staff and students should clean and disinfect their workspaces routinely. The District will implement their cleaning processes for all facilities, and staff and students are encouraged to also maintain cleanliness throughout the day.
- **Testing:** If staff or students choose to take a test for COVID-19, they should provide their supervisor or school with the results of a negative test. If they receive a positive test, they must adhere to the District protocols.
- **Fully Vaccinated Persons**
Per CDC guidance, full vaccinated persons may refrain from testing and quarantine following a known exposure if asymptomatic.

COMMUNICATIONS

This section provides an overview of the role and function of strategic communications during the phases of a pandemic. It includes information about the dissemination of information and the evaluation of communication platforms, best practices, metrics, and content development.

The role of strategic communications is paramount to effectively inform, engage, and interact with internal and external stakeholders of the MCOB School District. The importance of this function is only amplified during various phases of a pandemic such as COVID-19 and necessitates an increased flexibility and adaptability to address the ever-evolving developments and complexities posed by a public health crisis.

The District remains committed to ensuring all employees, students, families, and community members receive timely, accessible, and accurate information to properly relay important updates, enable family engagement, and maintain transparency and trust.

To successfully execute these functions, the sections below outline best practices and processes that will guide the District's communication strategy during the various stages of a pandemic. It is important to note, that as mentioned in the Planning Assumptions section of this document, all communication practices will be aligned with the recommendations and guidelines established by local, state, and national agencies.

KEY INFORMATION FOR FAMILIES

In preparation for the upcoming school year, families will receive several pieces of key communication regarding new plans and guidelines that will necessitate response or action. These updates will be shared via email, text message, and phone calls. In order to ensure you receive these updates, families should ensure that correct contact information and email addresses are on file with the school, as well as follow the District website www.pinak12.org

STRATEGIC CONSIDERATIONS

Due to the complex dynamics surrounding the delivery of the District's instruction options for the **2021-2022** school year, it is anticipated that there will be an enhanced need for communications on all platforms. While communication during all phases of a pandemic are critical, potential changes in the status of schools, format of instruction, health recommendations, operational and staffing limitations, resource scarcity, and local, state and national actions will trigger and define much of the District's communication strategy. To provide clear and consistent information during this rapidly changing environment, the communications team must remain creative, adaptable, and responsive, and utilize a dynamic multi-platform communication strategy.

The importance of communication in all phases of the pandemic cannot be overstated, however it is critical to note that as there are modifications to building closures, schedules, instruction, operations, or guidelines, clear and consistent communication will be a necessity to allow for a smooth transition. Frequency of communication should be situational and adaptive, as different phases of the pandemic will require different levels of engagement.

COMMUNICATION PLATFORMS

The communications team will utilize a variety of traditional and digital platforms to deliver responsive and timeline information to stakeholders. Content will include high-value topics such as school schedules information, curriculum resources, family engagement, technology resources, meal distribution, social/emotional health, special education, FAQs, and other resources.

Communication channels will include emails, phone and text messaging, websites, and signage.

Platform	Content
Website	The District and school websites will be consistently updated and serve as the primary platform for information for families and students. All content shared on other mediums should link or redirect users back to the website for additional details.
Email	Email serves as the primary communication channel for messages and updates for students, families, and staff. Email messages will be tailored based on audience, i.e. student and family communication versus staff/employee communication.
Phone Calls/Text Messages	All email communication should be accompanied by phone call and text message notifications via School Messenger. These become increasingly important tools for the District as well as schools during all phases of a pandemic, as they provide critical updates and crisis alerts in the form of immediate contact tools.
Signage	Signs will be posted in highly visible areas during all phases of the pandemic to convey important information. This may include messages regarding closures on school marquees, directional signage for curbside pickup of meals or technology, or internal signage with reminders about physical distancing, handwashing, and other protective measures.

BEST PRACTICES

When developing messaging and content to disseminate via communication platforms, the following best practices will be applied:

- **Families and students must maintain current and accurate contact information on file with their school (including email address) to ensure that they receive communication updates.** Community members and stakeholders will also be encouraged to follow the District's website to receive timely information.

- Consistency and accuracy are critical in maintaining the trust and confidence of students and families. **All official communication to families, students, and staff regarding a pandemic will come directly from the District.** This messaging will be shared with departments and schools for supplemental distribution when appropriate and shall not be altered or amended without prior permission. To avoid rumors and misinformation, families are strongly encouraged to access District owned communication platforms as the source of accurate and verified information.

INTERNAL COMMUNICATION

There are several additional considerations that should be made when implementing the internal communications strategy during the phases of a pandemic. To ensure consistency and accuracy of information shared, certified and classified staff may require dissemination of key information prior to external distribution. This enables internal employees such as teachers or administrative staff to be equipped with the necessary information to address questions and concerns posed by students and families after external communication is shared.

TEACHING AND LEARNING

The Teaching and Learning section of this plan provides a shared understanding of the District philosophy for providing instruction. This section will provide information on the District's instructional model, instructional practices, and grading expectations during phases of a pandemic.

INSTRUCTIONAL MODEL

The District has embraced an educational model focused on learner-centered classrooms. Regardless what limitations may be imposed on instruction due to varying pandemic phases; the core values will remain in place for teaching and learning.

Nurturing Culture

MCOB District culture promotes positive relationships and supports taking risks to achieve higher levels of learning. Core elements include, but are not limited to, the following big ideas: a growth mindset, positive relationships, supportive environments, and student-centered experiences.

Innovation

Our district encourages new approaches to learning for students to produce authentic work. Core elements include, but are not limited to, integration, flexible spaces, personalized instruction, and comprehensive opportunities.

Purposeful Learning

MCOB District provides relevant, authentic, engaging, learning experiences leading to transferable skills applicable to the world in which students live. Core elements include, but are not limited to, global readiness, student efficacy, applicable and transferable, and rigorous/relevant instruction.

Assessment

We assess student progress by collecting a variety of actionable data responding to the ever-changing needs of students, teachers, parents/guardians, and school community. Core elements include, but are not limited to, academic data, demographics, school processes, and disposition.

INSTRUCTIONAL FORMAT

The District has identified two learning options for the 2021-2022 school year. Teachers and staff will leverage existing district adopted curriculum resources and utilize Microsoft based products as the learning management system.





In-Person Learning

The primary learning mode will reflect an in-person learning environment. We will practice health and safety precautions outlined in this document.

Virtual Learning

In the event in-person classes are not possible, most students will receive real time instruction via a district provided device. This may be adjusted based on the age and grade level of the student. This instruction will be supplemented with virtual activities that will support concepts taught in the class, but the student will receive all instruction virtually within their home. It is important to note that virtual instruction will differ from the remote learning format that was utilized in Spring 2020. Virtual learning for the 2021-22 school year will consist of live instruction by the teacher from their classroom and will allow for interaction among the students attending in-person (grade appropriate) as well as those attending virtually. Students will be provided with a daily schedule.

Families and/or students that do not intend to attend in-person classes when available please contact your building principal. Due to the size of our district, and the size limits of our staff, MCOB District is not able to provide more options. All students will attend in-person full classes when allowed, if the District is not allowed to hold in-person classes students will participate in virtual learning.

<h2>Synchronous</h2>		<h2>Asynchronous</h2>	
<p>Students learn at the same time.</p> <p>Communication happens in real time.</p> <p>Possibly more engaging and effective.</p> <p>Allows for instant feedback and clarification.</p>		<p>Students learn at different times.</p> <p>Communication is not live.</p> <p>Possibly more convenient and flexible.</p> <p>Allows students to work at their own pace.</p>	
<p> Examples Video conferencing, live chat, live streamed videos.</p>		<p> Examples Email, screencasts, Flipgrid videos, blog posts/comments.</p>	

There are two types of learning that can occur with in-person and virtual learning. These types are **asynchronous learning**, what occurred this past Spring as part of remote learning, and **synchronous learning**. For the 2021-2022 School Year most instruction has been designed to be **synchronous**, which allows learning to be personalized and learner centered. This means that learning, collaboration with peers, interaction with the teacher, and practice and application of skills will all occur at the same time with the rest of the class. Students who are engaging in virtual learning will utilize district devices for the majority of materials and resources in the same manner as they will in the classroom in-person setting.

Please note, this will be adjusted for our youngest students as appropriate.

PROFESSIONAL DEVELOPMENT

The District will work with teachers to guide student learning of the Arizona State Standards. Not only is mastery of the standards, transfer of knowledge, and application of skills across subject and content areas the goal, but the District will strive to activate critical thinking and problem-solving skills for students to utilize in predictable and unpredictable situations.

To accomplish this, the District is committed to supporting all teachers in applying learning concepts, processes, and tools through multiple modalities and levels designed to meet the needs of evolving adult learners. Knowledge and skills are introduced and explored through multiple modes of collaborative, blended learning experiences embedded with personalized opportunities for learners to focus on pedagogy, refine and reflect on their work, and add new understandings into their professional practices.

Professional Learning Plan to Support Student Learning

To ensure student learning continues, no matter the environment, professional development will continue to provide rich, relevant learning experiences and opportunities for District teachers. Learning sessions will embrace existing systems in curriculum to acquire standards mastery, application of skills, problem-solving and critical thinking. Professional development will provide the platform and means for teachers to develop strong relationships with students to establish learner-centered cultures, in which students own their learning. Furthermore, professional development will support teachers' knowledge and use of existing technology systems to use as a platform for innovative learning, opening the possibility of asynchronous and synchronous learning pathways as part of a teacher's blended learning model. Professional learning will continue to provide explicit, personalized, targeted learning experiences for teachers to experience and apply to their own practice.

ASSESSMENT

Assessment is the process of gathering evidence of student learning to allow teachers to make responsive decisions through the analysis of data and report learning to a variety of stakeholders. The District believes that a comprehensive and balanced assessment system is essential to ensuring that learning is purposeful, allows for innovation, and provides for a nurturing culture.

A comprehensive assessment system evaluates all valued learning outcomes at all levels of the system, with results and analyses describing learning for individual learners, classrooms, schools, and the district. A balanced assessment system ensures that a variety of types of assessments serve a variety of purposes and uses, producing some evidence that can be used formatively, to improve learning, and some evidence that can be used summatively, to report learning.

There are five components to the District Comprehensive Assessment System. These include short-cycle daily classroom formative assessment, medium-cycle formative assessment, classroom summative assessment (grading), long-cycle formative benchmark assessments, and District/State level summative assessments. The first three components have high utility to teachers and parents/guardians, while the final two components have high utility to district-level administrators and coaches.

Daily Classroom Formative Assessment

This assessment provides evidence of learning of lesson-sized learning target(s), generated, and used by both students and teachers during the course of learning. It answers the question of whether students have learned the lesson content and whether students can identify the learning target, where they are in relation to the target, and what should the student do next. These are not always graded, but focused, descriptive, meaningful, and actionable feedback should be provided.

Formative Assessment

This assessment provides evidence of learning across related lessons or a unit for short-term instructional and learning adjustment. This evidence is identified and analyzed within a Data Team structure, in which common formative assessment evidence is collected and charted, analyzed and needs prioritized, goals are identified, instructional strategies are selected, and results indicators are determined. It answers the question of whether students have retained their learning.

Additionally, it looks at how students are thinking about unit-sized chunks of content, what next steps students need to take in their understanding, and how will teachers adjust planning moving forward within the unit. Feedback should be provided that is focused, descriptive, meaningful, and actionable.

Classroom Summative Assessment

This assessment provides evidence of student achievement at a point in time, for reporting purposes. It also answers the question of whether students have retained their learning, but with the view towards reporting their current status in their learning on the identified learning goals.

GRADING

Grading is a process of communicating progress while learning. It documents and quantifies student learning as well as encourages and supports student academic progress. Regardless of instructional option that is selected, the following should be applied:

- Teachers are responsible for communicating student progress on learning goals.

- Success criteria for learning goals should be clearly articulated and shared with students and families.
- A first attempt at practicing new learning is typically not graded, however students should receive descriptive feedback that helps the learner understand what she or he needs to do to improve.
 - Practice: Those times where students are making a first attempt and using or working with new learning.
 - Homework: Work completed at home that is either an extension or deepening of the key learning outcomes or work completed after descriptive feedback has been provided and or in preparation for a summative assessment.
- Students should be given every opportunity to demonstrate skills and understanding toward learning goals.

STUDENTS WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, provide for equitable services appropriate for the needs of students with disabilities.

SPECIAL EDUCATION

Services and supports are provided to students that have an identified disability and require specially designed instruction (SDI). Each student eligible for special education, has an Individualized Education Program (IEP) that is reasonably calculated to provide educational benefit.

An IEP team has determined the necessary services and supports to ensure a free appropriate public education (FAPE) is available to each student with a disability. When the typical school day is altered due to a pandemic, the IEP team, in collaboration with the parent/guardian, must determine what services and supports will be provided. Once the determination of services and supports are agreed to, the team will document the services and proceed with service delivery.

The schedule will be shared with the parent/guardian prior to implementation. All identified services will be documented by the service provider by area of service, type of service provided aligned with the identified service area on the IEP, the frequency and duration of services and the student's response.

In addition to the services and supports identified, the case manager of the student will share the IEP Information document from IEZP to ensure all relevant staff have information about the student. Detailed schedules or meeting times will be provided for those receiving IEP or Section 504 services and will be shared with families directly by their school.

Classroom Instruction

Regardless of the pandemic phase, students who participate in general education classrooms and special education classrooms, will continue to do so. For students who receive pull-out services, the special education teacher or service provider will collaborate with the classroom teacher to ensure that the instruction is accessible for the student and adaptations provided as identified on the student's IEP. Instruction will be provided in all subjects as identified by the District.

IEP SERVICES

IEP services will be provided in adherence to the IEP and district plan service delivery will align to the school master schedule. Consideration must be given to the number of students in a group, working within a student cohort to minimize cross interaction of students and safety procedures related to entry and exit of students. Related services providers will work with special education teachers to provide services as appropriate to minimize movement on campus.

CHILD FIND, EVALUATION, AND ELIGIBILITY

The district is always obligated to complete child find requirements. The child find requirements cover the 45-day screener and when a parent/guardian or staff member suspect a student may have a disability and require special education. When the student is on campus, observation and review of records may be completed to meet the requirements of child find. When the student is not on campus, the use of virtual observation by appropriate staff, interview with parent/guardian, and/or review of educational records may guide the team in completing the screener.

Once information is gathered and documented, the screener must be shared with the team to determine next steps. Parent/guardian and the teacher(s) of the child must be offered strategies to address the concerns including connecting students into an intervention group. A team meeting for an initial evaluation will take place when the school is in session. The health and safety of the student and staff will continue to drive any decision about face to face contact related to child find requirements.

If a review of records has been completed for the student, the evaluation team will determine the level of safety to work with the student face to face to complete the assessment or if virtual interaction is possible. If a delay in the evaluation is necessary due to health and safety, a 30-day extension will be requested and a Prior Written Notice (PWN) created. The evaluation will be completed at the first available time. Priority completion of cases will take place in order of date of review of records, significant change in student warranting new information to guide IEP development and implementation or other such cases such as age appropriate eligibility categories are needed.

If the evaluation has been completed, a Multidisciplinary Evaluation Team (MET) will meet face to face or virtually depending on the health and safety considerations of staff and family. The MET will be reviewed, and eligibility determined. A PWN will be completed. If the timeline went past the 60 days from written consent, the PWN will reflect the reason(s) why. An IEP meeting will be held within 30 days of the MET or sooner if appropriate. A draft copy of the IEP and MET report must be made available to the parent/guardian at least 2 days prior to the scheduled meeting.

The IEP must be reviewed annually or as deemed necessary by the team if consideration of changes may be needed for FAPE. If the IEP team was not able to meet prior to the annual IEP date, the case manager will contact the parent/guardian and discuss extending the IEP until a meeting may be held. The IEP extended will continue as written and agreed to. There will be no lapse in services.

The IEP Report of Progress (ROP) must take place as often as general education students receive progress, which is quarterly. Data will be collected during IEP service time and reported out at the end of each quarter. A Special Note about the unique circumstances that have taken place due to virtual learning will be included to provide additional information about the progress of the student towards their IEP goals.

The IEP must be reviewed annually or as deemed necessary by the team if consideration of changes may be needed for FAPE. If the IEP team was not able to meet prior to the annual IEP date, the case manager will contact the parent/guardian and discuss extending the IEP until a meeting may be held. The IEP extended will continue as written and agreed to. There will be no lapse in services.

The IEP Report of Progress (ROP) must take place as often as general education students receive progress, which is quarterly. Data will be collected during IEP service time and reported out at the end of each quarter. A Special Note about the unique circumstances that have taken place due to virtual learning will be included to provide additional information about the progress of the student towards their IEP goals.

SECTION 504

The Section 504 regulations require a District to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

A Section 504 team will review the related documents to determine if eligibility under Section 504 may be determined. The team may seek additional information including conducting an evaluation if needed.

If the student is found eligible for Section 504, the team determines if the student requires a Section 504 Plan. The plan will consider the services and supports necessary for the student to access their learning due to his/her impairment.

For in-person and virtual learning, Section 504 accommodations will be implemented to the extent appropriate. The Section 504 Coordinator on each campus will review the plan with relevant personnel to ensure all services and supports are in place prior to learning. The Coordinator will also reach out to the parent/guardian and if appropriate the student to discuss the plan and the delivery of services and supports.

If a staff or parent/guardian has concerns about the implementation of the Section 504 plan or feels that his/her child may require a plan, a meeting will take place with pertinent members of the team.

If the Section 504 team feels that currently identified services and supports are not needed and that others may be needed, the team must reconvene to discuss and make the changes to the plan. If the changes to services and supports are only during a specific time (i.e. virtual learning), the team will document that on the 504 Plan and notify all staff working with the student.

WELLNESS

The District recognizes the interconnectedness of mental health and physical health as part of a comprehensive instructional model for students. This section highlights how the District will support these needs in the event of a pandemic.

MENTAL HEALTH

A prominent pillar of the MCOB District is the focus on creating a nurturing culture throughout our campuses. Teachers and staff strive to intentionally build relationships with all students to support them with their positive mental health development. The District has certified social workers and a school psychologist available to support students, and when appropriate will contact families and collaborate with community based mental health providers.

Mental Health refers to the emotional, psychological, and social well-being of an individual. It affects how students and staff think, feel, and act, and determines how they handle stress, relate to others, and make choices.

Importance of Connections

The District recognizes that the life changes, stress, and uncertainty brought on by the pandemic has altered how students may think, feel, and act. The District's goal is to continue to nurture the culture teachers and staff have with students and strive to meaningfully connect with them to support them in their development academically, socially, and behaviorally. The District will strengthen relationships with students and families through shared information regarding school/community-based support, continuing the availability of social-emotional learning curriculum and connecting personally with students and families.

SOCIAL AND EMOTIONAL LEARNING

Regardless of the pandemic phase, the District will continue to provide social emotional learning (SEL) instruction adhering to best practices as outlined by state and national organizations and trauma informed research. An emphasis will be placed on providing strong instruction and support for students that focus on a sense of safety and connectedness. Staff who interact with students will be provided training to understand the impact of a pandemic and the feelings students may have as a result.

Each experience will be different so the importance of knowing what to say, how to act and the warning signs that may necessitate a higher-level response are key to successfully supporting student needs. Non-suicidal self-injury and suicide risk assessment are a few of the tools a mental health team member may use to determine level of risk and escalate the level of support to higher tiers and outside mental health agency support.

If students receive instruction virtually, SEL support will be added to each teacher's classroom based on grade level and needs of students. These lessons will be shared with students by the classroom teacher and/or in collaboration with the mental health provider on each campus.

Depending on student needs, small group instruction may take place based on assessment data. In addition, individual sessions may be scheduled with students and/or families in need of intensive support.

Resources on these supports will be provided through the District's communications platforms, as well as specifically to the needs of a student.

PHYSICAL HEALTH

The importance of student health when learning is well substantiated regardless of the phase of a pandemic. Ensuring that the physical health of students is addressed as part of a "whole child" focus is critical, and the District believes that nutrition and physical activity are equally important. The Food Services Department intentionally provides meals that meet the high nutrition standards of the Healthy Hungry Free Kids Act and physical education is included in a student's schedule in grades K-6 and then offered as an elective choice in high school. Other practices to ensure the physical health of students such as fire and bus evacuation drills.

The District will follow the guidelines set forth by the CDC related to physical health, prevention, and health and safety precautions as outlined in this document. The Health Office Nurse will be the key contact on campus to monitor, log and communicate the health status of students on campus.

For students with chronic health care plans, the Health Office Staff will review the plan with the parent/guardian, note any changes, and make recommendations about the student learning in-person or virtually to address health and safety concerns. The student's health and that of the campus will be monitored, and adjustments will be made based on current data and collaboration with the principal.

TECHNOLOGY

This section provides an overview of technology requirements to continue instruction and operations during various phases of a pandemic.

Technology will never replace an engaged classroom teacher but is a vital tool to enhance and support instruction. The sudden shift to virtual learning in the Spring revealed the stark challenges students faced if they could not connect to the online content or video conferences with their teachers. As the District prepares for the new school year, it provides an opportunity to assess what worked and did not work with remote learning, address home connectivity gaps, and provide teachers the training they need to succeed with in-person and virtual instruction.

DEVICE ACCESS

The District will place specific emphasis on connectivity, computing devices, and management and instructional platforms, bearing in mind that approaches and resources may evolve as information or needs change.

- When in-person instruction is limited or restricted due to a pandemic, the District will utilize a learning model that is full virtual learning. Recognizing the dangers of excessive time on devices, especially for young students, the district will develop age-appropriate student learning schedules with teacher input.
- The District will identify students who lack sufficient access to the internet and devices and determine solutions for equal access to learning opportunities for those who are unable to connect with the school digitally.
- The District will use State and Federal funding to help in the purchase of necessary laptops and Wi-Fi access devices.
- The District will consider leveraging community resources, working with nonprofits, city/county/state governments or consortiums, and business and industry partners to secure computer devices/connectivity for students and teachers.
- To the greatest extent possible, the District will refine its checkout and distribution processes, as well as for the collection and dispersal of equipment, while also providing specific accommodations for logistical issues affecting students/staff.
- To the greatest extent possible, the District will provide uniform platforms based on common standards necessary for virtual work, teaching and learning and communication for teachers, staff, parents/guardians, and students. Microsoft will be used as the platform as they are easily managed for virtual instruction and use.
- The District will take into consideration that some students are in a home with multiple children who need access to more than a single computing device to complete schoolwork.
- The District will take the necessary steps to provide language services to ensure schools, teachers, and other staff communicate effectively with both students and parents/guardians in their home languages, including learning tools, platforms, and instructions.
- The District will consider creating a plan for parents/guardians with limited English proficiency to meaningfully participate in their child's education, assist students in completing and understanding assignments, and provide opportunity for questions and feedback in the stakeholder processes. (This may include a combination of live interpretation from an interpreter, written interpretation, and high-quality translation apps).

In the event schools are unable to open for the start of school and the District moves to Virtual Learning only, the school district will reach out to families to collect information on technology needs. Information on distribution dates, time, and locations will be communicated.

CONNECTIVITY AND INTERNET ACCESS

Regarding home connectivity, virtual learning works only if students can access the content and instruction. A series of measures are necessary to ensure that students can learn virtually, as well as prepare if there is another building closure and all students must transition to virtual instruction.

- The District will assess student's at-home access and plan for additional device and connectivity access as needed. In particular, a specific emphasis will be placed on work to procure access for the students with limited or no connectivity.

- Schools will develop protocols for providing technical support in virtual learning contexts, including providing just-in-time support for teachers.
- The Wi-Fi at each school will be turned on for extended hours so families may gain access sitting in the parking lot of the school. The access information will be made available.

SAFETY AND SECURITY

Student and safety are of the utmost importance. The District uses a content filter that is tied with the device management and provides protection against sites that have pornography, foul language, or possible content that poses a security risk. Device management and protection will work when on and off the internet.

- Security procedures and protocols as students transition to online tests and graded assignments.
- The District will strive to maintain student privacy and security for safety, while complying with LEA policies, state, and federal laws.
- To the extent possible, monitor, manage, and secure all employee and student mobile devices (i.e., laptops, tablets, etc.) Student/Family Support and Privacy and Security Considerations:

SUPPORT

To establish and maintain the best opportunity for student success during in-person or virtual learning, the District will consider student and teacher familiarity with devices and platforms and provide appropriate support to ensure navigation of features.

- The District will consider a plan that provides flexible means of accessing professional learning resources and support for staff and families.
- To the greatest extent possible, the District will provide multiple opportunities for support including office hours, helplines, or help desks. These resources will take into consideration students, families and staff with special needs or language barriers.
- The District will provide a plan where improvement occurs as efficiently as possible by ensuring robust lines of communication between students, families, educators, and leaders who continuously identify and share areas of success and need.
- The District will develop ways to implement technical assistance for parents/guardians who do not have technical language or skills to navigate a device or learning software platform.

FACILITIES

This section will provide specific guidance regarding the cleaning and disinfecting of facilities, maintenance, and use of facilities by outside individuals or vendors.



CUSTODIAL GUIDELINES

Reducing the risk of exposure to COVID-19 through proper cleaning and disinfection is an important part of maintaining school operations in our District. It is also vital in helping to build trust with students, staff, parents, and community.

The EPA has compiled a list of disinfectant products that can be used against COVID-19, including ready-to-use sprays, concentrates, and wipes. Each product has been shown to be effective against viruses even stronger than COVID-19.

This section provides a general framework for cleaning and disinfection practices. The framework is based on the following principles:

- Cleaning with soap and water will decrease how much of the virus is on surfaces and objects. Therefore, normal routines will include this practice to reduce the risk of exposure.
- The District will utilize EPA-approved disinfectants against COVID-19 to also help reduce the risk of spread.
- Frequent disinfection of high touch surfaces and objects will be implemented.

The District is committed to following the highest level of standards and practices when mitigating the risk of COVID-19 exposure. These important practices and reminders include the following:

- Normal routine cleaning with soap and water removes germs and dirt from surfaces and lowers the risk of spreading COVID-19 infection.
- While sanitizing and disinfecting, special attention will be paid to frequently touched areas, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, and phones.
- EPA-approved disinfectants will be used and are an important part of reducing the risk of exposure to COVID-19.
- Disinfectants will be stored and used in a responsible and appropriate manner according to the label. Bleach or other cleaning and disinfection products will not be mixed as this can cause fumes that may be very dangerous to breathe in. All disinfectants will be kept out of the reach of children.

- Appropriate gloves will be worn based on the type of chemicals being used during cleaning and disinfecting. Additional personal protective equipment (PPE) will be provided based on setting and product.
- When sanitation or disinfectant supplies are not available, physical distancing will be practiced, **facial coverings are optional on school campus**, and other proper prevention hygiene should be followed.

Staff Guidelines

The District has created this plan with the safety of staff and students as a guiding principle. The following guidelines will be implemented for staff safety from being exposed to the virus and to any toxic effects of the cleaning chemicals.

- Staff will wear appropriate PPE for cleaning and disinfecting.
- Staff will be instructed on how to apply the disinfectants according to the label.
- Staff will ensure that the products are used effectively.

Guidance recommends PPE ensembles for various types of activities that workers will perform. In general:

- PPE should be selected based on the results of an employer's hazard assessment and workers specific job duties.
- When disposable gloves are used, workers should typically use a single pair of nitrile exam gloves. Change gloves if they become torn or visibly contaminated with blood or body fluids.
- When eye protection is needed, use goggles or face shields. Personal eyeglasses are *not* considered adequate eye protection.
- If workers need respirators, they must be used in the context of a comprehensive respiratory protection program that meets the requirements of OSHA's Respiratory Protection standard (29 CFR 1910.134) and includes medical exams, fit testing, and training.
- After removing PPE, staff are to always wash hands with soap and water for at least 20 seconds, if available. Hand hygiene facilities (e.g., sink or alcohol-based hand rub) will be readily available at the point of use (e.g., at or adjacent to the PPE removal area).
- Standard operating procedures will be established and followed for cleaning (including laundering) PPE and items intended to function as PPE, as well as for maintaining, storing, and disposing of PPE. When PPE is contaminated with human blood, body fluids, or other potentially infectious materials, employers must follow applicable requirements of the Bloodborne Pathogens standard (29 CFR 1910.1030) with respect to laundering. OSHA's Enforcement Procedures for the Occupational Exposure to Bloodborne Pathogens (CPL 02-02-069) provide additional information.

MAINTENANCE

Buildings may have been closed with little warning and preparation, the District will follow best practice and thoroughly inspect for any damage or issues caused by the vacancy.

DISTRICT OPERATIONS

The District Operations section of this plan provides a shared understanding of expectations from Human Resources, Business Services, Food Services, and Transportation Services.



HUMAN RESOURCES

During planning and implementation of workforce management initiatives, attention will be given to two primary needs:

1. Delivering all services related to education and operations
2. Supporting staff with personal needs related to work, safety and personal health

The delivery of in-person and virtual learning when necessary will pose challenges, and the workforce management plan and implementation will follow the structures below.

Work Schedules

The District will provide flexibility for staff in balance with personal needs as well as the needs of delivering instruction and services to students.

The District will provide all employees with the following:

- Expectations for the different scenarios the District may need to follow. These scenarios will include in-person and virtual learning environments as well as potential building closures.
- Relevant training and guidance to properly execute the recommendations and guidelines established within this document.

Teacher schedules will be built primarily within the standard school day. In the event of a change in the school or District schedule, the necessary adaptations in schedules and locations will be made quickly and thoughtfully to cause the least disruption for students.

Certified Staff Flexibility and Leaves

All legally required leaves available through District policy will be available, communicated, and honored. Human Resources staff is available to support staff with questions regarding absences and leaves.

Classified Staff Flexibility and Leaves

Administrators will maintain flexibility in their own work to support staff, as needed, with the goal of building networks of support for staff and students.

During this pandemic, maintaining full employment for staff is an important value to the District. The District will make efforts to create functional alternative work, to allow employees to continue work during the modified learning and work periods. This means performing functions outside of a primary job, such as a bus driver assisting with on-campus activities such as meal delivery or minor maintenance, or a paraprofessional assisting with food service or other necessary tasks. Staff will be asked to work only in tasks for which they are able and generally qualified to complete.

All legally required leaves and leaves available through District policies will be available, communicated, and honored. Human Resources staff is available to support staff with questions regarding absences and leaves.

Substitute Teachers

The District anticipates a need for substitute teachers, including long-term assignments and daily assignments.

Evaluations and Work Agreements

All District staff will continue to practice accountability for their assigned work and the education of students and support of student learning.

- The District will await information from the Arizona Department of Education regarding any adjustments to teacher evaluation requirements for the **2021-2022** school year.
- While no adjustments or waivers are currently anticipated, the District will expect informal and formal observations completed in the school year with a culminating summative professional practices rubric evaluation in the **Spring of 2022**
- In addition, teacher-specific student learning outcomes will be created and completed in **2021-22**. This will be monitored for flexibility, should waivers be allowed by the Arizona Department of Education. Human Resources and other administrators will create best practice documents in professional practice measurement and development of school and individual goals, which can be modified as needed, and completed timely in the Spring.
- Evaluations for administrators and support staff will be completed by the end of the school/work year, in the **Spring of 2022**.

Workspace Expectations

Due to concerns regarding the health and safety of staff, the following expectations will be implemented for personal workspaces:

- Throughout the District, physical distancing should be practiced, and masks are required to be worn when physical distancing is not possible.
- Signage encouraging physical distancing and other healthy habits will be placed in highly visible areas.

BUSINESS SERVICES

The school closures in Spring 2019 coupled with uncertainty in 2020-2021 have generated several new challenges for District budgets and finances. The district will continue to work through the challenges throughout the **2022 fiscal year**.

Student Activities/Refunds/Field Trips

The closure of schools may result in the cancellation of field trips or other activities for students.

FOOD SERVICES

The District will continue to follow local, state, federal, and CDC guidelines when feeding students and staff. Regardless of the circumstances, the District will continue to provide meal service to students to the greatest extent possible.

In-Person Instruction

- Breakfast and lunch may be served in the cafeteria or other designated location based on physical distancing and occupancy needs. Food Services will prepare portable, packaged food items that may be consumed regardless of meal location.
- Disposable food service items such as utensils, trays, dishes will be used for all meals.
- Employees will use appropriate PPE such as masks and gloves during student interaction and food preparation.
- Single line and one-way direction for meal distribution will be encouraged, including the practice of physical distancing for students and staff.
- Individuals will wash their hands after removing their gloves or after directly handling used food service items.
- If food is offered at an event within the designated school hours, it will be in pre-packaged boxes or bags for each attendee.
- Cafeterias will be set up so that physically distancing can be practiced as feasible. Students will be appropriately spaced at tables.

Virtual Learning

- A “Grab and Go” meal distribution program at specific locations will be determined based upon need and information will be provided to families. (same locations as **Spring/Summer 2020**)

TRANSPORTATION SERVICES

The District will follow CDC guidelines to the greatest extent possible when providing transportation for students to and from schools. The Transportation Department supports students by providing safe and timely transport services for eligible riders attending in-person learning. To ensure the health and wellness of these riders, the following recommendations will be implemented.

Student Transportation

- Physical distancing is encouraged on buses whenever possible. When it is not possible due to resource limitations, students and staff **masks are required on buses**.
- All students will be visually screened for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing, or fatigue when getting on the bus.
- All bus schedules and plans will be released to the public prior to the start of school. These may include modifications to limit the amount of close contact between students during high-traffic situations and times.
- Students who ride the bus will still be subject to bus evacuation drills but will follow appropriate health and safety guidelines when doing so.
- Students and parents are requested to help maintain physical distancing while at bus stops.

Additional Cleaning/Decontamination of School Buses

- A CDC-approved disinfectant will be used when wiping down surfaces.
- Each school bus will be disinfected after each run, including the morning run, afternoon run and any special runs.
- Items to be disinfected include the entry handrail, the fronts and backs of seats and any hardware or accessories, windows, window handles and walls.
- In addition, the exterior surfaces and hardware of the entry door as well as driver controls of the bus such as the steering wheel, mirrors, etc. will be disinfected after each run, including the morning run, afternoon run and any special runs.

Hand Sanitizer Stations for School Bus Drivers and Students

- Hand sanitizers will not be available on buses due to state regulations that prohibit them.

Tissues:

- Each school bus will have tissues available for students who cough or sneeze. In addition, a trash disposal station will be readily available.

Driver Training:

- All drivers will receive training on proper disinfecting procedures for the school bus and CDC recommendations.

Sick Student Procedures:

- District procedures will be shared with all drivers on how to handle a student who appears ill.

Driver Isolation:

- All drivers, office staff and mechanics will be encouraged to practice physical distancing when inside the Transportation Warehouse.
- Drivers will also be supported by the establishment of a buffer zone on the bus. This means no one will be able to sit in the seat directly behind the bus driver.

SCHOOL OPERATIONS

This section provides a shared understanding of expectations for students, staff, and administrators as they conduct routine operations on school sites.



VISITORS AND VOLUNTEERS

Non-essential visitors will be limited to minimize exposure and lower building capacity. Volunteers on campus will be postponed until further notice.

TEMPERATURE CHECKS

To prioritize the health and safety of students and staff, all staff and students may be required to have their temperature checked prior to entering school/district buildings or facilities. Students may have their temperature checked at their specific entry point to the school.

In the event of a high temperature, students will go to the nurse's office for a second temperature check. If the temperature exceeds 100.4° parents will be contacted to come pick up their child.

STAGGERED ARRIVAL AND DISMISSAL

To maximize physical distancing and minimize exposure, students will be provided with detailed instructions on how to separate and stagger their arrival. This information will be shared directly from each school site but may include different drop-off and pick-up locations for those who ride the bus, and those who are dropped off by parents/guardians. As students enter and leave school buildings, they are expected to maintain appropriate physical distancing.

RECESS AND PHYSICAL ACTIVITIES

Recess and physical activities remain critical in the overall school experience for students. The District is committed to providing opportunities for students to safely participate in recess and physical activities regardless of the pandemic.

Recess Activity

- Recess will be provided; however, they will be staggered by class and grade level to the greatest extent possible.
- Open areas will be divided into specific zones with only one class occupying a zone. Recess equipment (balls, jump ropes, etc.) will remain with a specific classroom and will be cleaned as part of the classroom cleaning and disinfecting process.

Lunch

Students will eat breakfast and lunch in the cafeteria as determined by the school with physical distancing and cohort grouping as feasible. Tables will be situated to allow for maximum distancing and for students to sit spaced apart. A schedule will be established so that only one to two classes will be in the cafeteria at any given time.

At the high school, an additional lunch area will be established. Tables will be marked to provide for physical distancing, to the greatest extent possible.

School Assemblies and Large Events

Large gathering events including but not limited to assemblies, open house, and special performances, will follow national and state guidelines for gatherings.

- The District will pursue the use of virtual options for these gatherings. Some celebrations, such as school wide awards assemblies, will be held virtually.
- All non-essential visitors, volunteers, and activities involving external groups or organizations will be limited or not allowed.

MANDATED DRILLS

The following guidance will be provided for drills normally conducted during the school year. These drills include fire drills, lockdown drills and bus evacuations drills. For the overall safety of students and staff these drills will continue to be conducted, however they will be modified to meet the pandemic phase expectations and guidelines.

Fire Drills

- During the 1st quarter of the year, these drills will be announced and walk through only.
- The District will meet the legal obligation of holding one drill per month.
- The District will work with Fire and Police officials to determine best options for lockdown drills.

Lockdown Drills

- During the 1st quarter of the year, these drills will be announced and walk through only.
- Lockdowns will take place in a safe and secure area of the room, with social distancing in place to the greatest extent possible.
- Shelter in Place will take place in classrooms with existing spacing.
- The District will work with Fire and Police officials to determine best options for lockdown drills.

Bus Evacuation Drills

- The first Bus Evacuation drill will take place in October, while the second drill will take place in the Spring.

**Please contact Marty Bassett, Superintendent regarding information in the
MCOB District Continuity of Operations Plan**

mbassett@pinak12.org

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