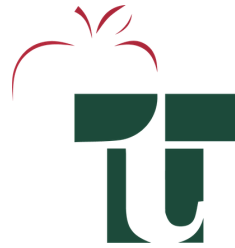


MITCH Operational Plan 2021-22
August 27th 2021



**MITCH Charter School
Tigard-Tualatin School District**

Safe Return to In-Person Instruction and Continuity of Services Plan

**American Rescue Plan Elementary and Secondary
School Emergency Relief Fund (ARP ESSER);
OAR 581-022-0106 (State Operational Plan)**

[School Year](#) (RSSL Resiliency Framework);

b. [Section 2001\(i\)\(1\)](#) of the ARP ESSER and the US Department of Education's [Interim Final Requirements](#) for Safe Return/Continuity of Services Plan; and

c. Communicable Disease Plan and Isolation Plan under [OAR 581-022-2220](#) (Division 22 requirements).

As districts plan and implement the recommendations in ODE's RSSL Resiliency Framework, they will need to consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, universal correct wearing of face coverings between people is one of the most effective preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation, such as during meal times. It will be necessary to [consider and balance](#) the mitigation strategies described to best protect health and safety while ensuring full time in person learning.

ODE remains committed to the guiding principles introduced in spring of 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness.** Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.
- **Center health and well-being.** Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.
- **Cultivate connection and relationship.** Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

Planning Mental Health Supports

ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
Devote time for students and staff to connect and build relationships	MITCH allocates a large portion of every school year to several programs and practices that engage relationship building through social emotional learning, culturally responsive teaching, trauma-informed practice, and Positive Behavior Intervention Supports. Specific programs include Kinder Camp for our newest students, all school assemblies, and field trips throughout the year. Our inservice is focused particularly on developing teacher's capacity and awareness of social emotional learning to implement in the classroom.	MITCH's equity team works with the TTSD equity and inclusion department to center student and family voices at the margins in our instructional programming and community outreach. In partnership with Lead by Learning, a team of teacher leaders are leading professional development around public learning, a process that develops staff communication and relationship building by centering student experience and street data.

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<p>Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences</p>	<p>MITCH engages in morning meetings, garden activities, and Social Emotional Learning practices to create time for students to connect and reflect on their experiences.</p>	<p>MITCH's exploration of trauma-informed practice and SEL has connected to culturally responsive teaching in an effort to bring family and student knowledge into the classroom. Teachers provide opportunities for students to share experiences that are humanizing and within a culture of care. Classrooms develop co-constructed norms related to how students and staff share their lived experiences within the learning and school community.</p>
<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>MITCH's school counselor offers mental health supports and services that provide for physical, social and emotional needs of students and families. Our Parent Support Organization also runs programs throughout the year to provide clothing, food and connection for families. We partner with TTSD to provide many of these services, as well as a local nonprofit, Neighbors Nourishing Communities.</p>	<p>TTSD strives to have a workforce that reflects the students we serve. Unfortunately, this is not a reality at this time. Partnerships with specific organizations will offer students some culturally specific services. Current partnerships include LatinoNetwork, IRCO, REAP, GLSEN, Resolutions NW, SARC, and CARES NW.</p>

<p>Foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>At all levels, students are part of and responsible for their community. Students start each morning with a community meeting where they learn important SEL lessons, build relationships, and celebrate achievements. All teachers are learning how to embed trauma informed, restorative practices into their classrooms, ensure students have a voice in their classroom communities, and SEL is embedded into daily content lessons.</p>	<p>Public learning is being implemented throughout the staff community to embrace vulnerability and build safe spaces for sharing. In partnership with culturally responsive practice, the public learning approach is intended to be brought into the classroom, so that students can similarly embrace vulnerability and build safe spaces for sharing.</p> <p>Our staff Lead by Learning goal is centered around measuring student data on student-reported levels of belonging, mastery, and efficacy. This data specifically centers historically underserved student demographics.</p>
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Communicable Disease Management Plan

Please provide a link to the district’s **communicable disease management plan** that describes measures put in place to limit the spread of COVID-19 within school settings. ([OAR 581-022-2220](#)). The advised components of the plan and additional information are found in the Communicable Disease Management Plan section of the [RSSL Resiliency Framework](#) and meet the ESSER process requirements of “coordination with local public health authorities.”

Link: [TTSD Communicable Disease Management Plan](#) and [COVID Communicable Disease Management Plan](#)

<p>ARP ESSER Component</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures to ensure continuity of services</p>	<p>How do the district's policies, protocols, and procedures center on equity?</p>
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<p>Coordination with local public health authority(ies) including Tribal health departments</p>	<p>MITCH works under the guidance of the TTSD Health Services, the Lead District Nurse, and Washington County Department of Health and Human Services to be sure we are serving our community.</p>	<p>We are implementing the SB13 Tribal Histories/Shared Histories curriculum in our classrooms to build cultural responsive environments in our classroom communities. Our garden projects involve saving Indigenous seeds and celebrating Indigenous agricultural practices and ways of knowing. We are collaborating with TTSD to develop communication with local Tribal health leaders.</p>
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Isolation Plan

Please provide a link to the district's plan to **maintain health care and space** that is appropriately supervised and

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adequately equipped for providing first aid, and **isolates** the sick or injured child. ([OAR 581-022-2220](#)). If planning for this space is in your communicable disease management plan for COVID-19, please provide the page number. Additional information about the Isolation Plan can be found in the Isolation & Quarantine Protocols section of the [RSSL Resiliency Framework](#).

Link: [COVID Communicable Disease Plan- Pages 7 & 9](#) and [COVID Response Protocol](#)

Health and Safety Strategies

School administrators are required to **exclude staff or students from school** whom they have reason to suspect have been exposed to COVID-19. ([OAR 333-019-0010](#))

Please complete the table below to include the extent to which the district has adopted policies and the description of each policy for each health and safety strategy. In developing the response, please review and consider the [CDC guidance](#) and the [RSSL Resiliency Framework](#) for each health and safety strategy. Additional documents to support district and school planning are available on the [ODE Ready Schools. Safe Learners website](#).

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
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<p>COVID-19 vaccinations to educators, other staff, and students if eligible</p>		<p>MITCH is working under guidance from TTSD. Our sponsoring district's partnerships with IRCO and Latino Network have supported outreach to our impacted communities related to vaccinations and the impact of misinformation.</p>
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<p>Universal and correct wearing of face coverings</p>	<p>Face Coverings & Personal Protective Equipment (PPE)- Universal and correct use of face coverings keeps students learning in-person. PPE Requirements for Staff are provided in this document. The district will provide Personal Protective Equipment (PPE) to staff and students.</p> <ul style="list-style-type: none"> ➤ All staff will be expected to wear face coverings (masks) indoors at all times. ➤ All students will be required to wear a face covering indoors and on buses at all times. ➤ For the first month of the 21-22 school year, students will be required to wear masks outside, unless physically distanced. 	<p>MITCH is working under guidance from TTSD. School leadership, staff, and our school counselor are reaching out to families to communicate this.</p> <p>We are working with the TTSD's EL department to access translation support and funding for text apps like Remind to deliver user friendly and multilingual infographics. We are always available to field questions via phone and email.</p>
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	<p>➤ Children (and adults) of any age should not wear a face covering:</p> <ul style="list-style-type: none">● If they have a medical condition that makes it difficult for them to breathe with a face covering;● If they experience a disability that prevents them from wearing a face covering;● If they are unable to remove the face covering independently. <p>*ADA accommodations: Staff members and/or students may require accommodations to meet the face covering or face shield requirements. The district's guidance for providing accommodation for students will help schools through the process.</p>	
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<p>Physical distancing and cohorting</p>	<p>Physical Distance- maintain at least 3 feet physical distance whenever possible.</p> <ul style="list-style-type: none">➤ Model, teach, and reinforce physical distancing at the classroom, school, and district level until they become an expected and accepted way of being at school. Using our Positive Behavior Intervention Support Teams and structures schools will plan, teach and reinforce: physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible; Plan for students who will need additional support in learning how to maintain physical distancing requirements; Provide instruction and reinforcements and train staff to never employ punitive discipline.➤ To minimize contact during drop-off and pick-up, have parents/drivers remain outside of the building for sign-in and out of their children whenever possible.➤ Schools will provide visual cues to remind all persons to physically distance themselves from each other.➤ When students are unmasked (i.e. mask breaks or lunches) school will create space for 6 feet distance and encourage students to be outdoors when unmasked.	<p>MITCH is working under guidance from TTSD. School leadership, staff, and our school counselor are reaching out to families to communicate this.</p> <p>We are working with the TTSD's EL department to access translation support and funding for text apps like Remind to deliver user friendly and multilingual infographics. We are always available to field questions via phone and email.</p>
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<p>Ventilation and air flow</p>	<p>In response to the need for increased and improved ventilation to combat the potential spread of the coronavirus that causes COVID-19, TTSD has implemented multiple strategies, depending on the capacity of existing equipment to maximize the outside air exchanges in all conditioned spaces. We have made these changes consistent with guidance from both the CDC and the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE).</p> <p>All HVAC equipment has been inspected and checked to ensure proper operation. All filters have been changed with new filters and the frequency of the filter changes has been increased. Please see that HVAC informational update link for additional information.</p> <ul style="list-style-type: none"> • HVAC informational update 	<p>MITCH is working under guidance from TTSD. School leadership, staff, and our school counselor are reaching out to families to communicate this.</p> <p>We are working with the TTSD’s EL department to access translation support and funding for text apps like Remind to deliver user friendly and multilingual infographics. We are always available to field questions via phone and email.</p>
<p>Handwashing and respiratory etiquette</p>	<p>Hand, Sneeze & Cough Hygiene- Practice frequent washing with soap and water (or using hand sanitizer when hand washing is not available). Schools will have scheduled handwashing throughout the school day, beginning when students enter the building. If unable to wash hands, use alcohol-based (60 to 95%) hand-sanitizing products. Wash hands frequently (e.g., teachers moving between cohorts, before and after meals, after coming inside, after using the restroom, after sneezing, blowing your nose, or coughing) with</p>	<p>MITCH is working under guidance from TTSD. School leadership, staff, and our school counselor are reaching out to families to communicate this.</p> <p>We are working with the TTSD’s EL department to access translation support and funding for text apps like Remind to deliver user friendly and multilingual infographics. We are always available to field questions via phone and email.</p>

	<p>soap and water for at least 20 seconds. Model, teach, and reinforce hygiene practices at the classroom, school, and district level until they become an expected and accepted way of being at school. Staff and students will be educated on the importance of respiratory etiquette: Cover coughs and sneezes with a tissue or elbow; throw the tissue away immediately into a garbage receptacle; and clean hands after covering coughs and sneezes.</p>	
<p>Free, on-site COVID-19 diagnostic testing</p>	<p>This document, COVID-19 Testing in Oregon's K-12 Schools, outlines testing options available for K-12 schools. Schools may want to consider using screening testing for those who are not fully vaccinated to facilitate participation and reduce risk of transmission.</p> <ul style="list-style-type: none"> ● All schools are to enroll in Diagnostic testing (BinaxNow) – For students or staff who are symptomatic or have been exposed to COVID-19. More than 90% of K-12 schools have registered since January 2021. This testing may be used to shorten the length of quarantine for exposed individuals who test negative when recommended by the local public health authority. 	<p>MITCH is working under guidance from TTSD. School leadership, staff, and our school counselor are reaching out to families to communicate this.</p> <p>We are working with the TTSD's EL department to access translation support and funding for text apps like Remind to deliver user friendly and multilingual infographics. We are always available to field questions via phone and email.</p>

<p>COVID-19 screening testing</p>	<p>This document, COVID-19 Testing in Oregon's K-12 Schools, outlines testing options available for K-12 schools. Schools may want to consider using screening testing for those who are not fully vaccinated to facilitate participation and reduce risk of transmission.</p> <p>Screening Testing for Staff and Volunteers – Designed for individuals without symptoms of COVID-19 or exposure to COVID-19. Intended for unvaccinated staff or volunteers with a medical or religious exemption.</p> <p>Screening Testing for Students – Designed for students without symptoms of COVID-19 or exposure to COVID-19. Schools may choose to verify vaccination status, but this is not required, and all interested K-12 schools are welcome to enroll. Participating schools will have the option to offer students weekly screening for classroom cohorts, extracurricular cohorts, or both. Participation will be voluntary, and schools and families can opt-out at any time. The program will be administered by regional laboratory partners and details will vary by region.</p>	<p>MITCH is working under guidance from TTSD. School leadership, staff, and our school counselor are reaching out to families to communicate this.</p> <p>We are working with the TTSD's EL department to access translation support and funding for text apps like Remind to deliver user friendly and multilingual infographics. We are always available to field questions via phone and email.</p>
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<p>Public health communication</p>	<ul style="list-style-type: none">➤ District will make the district’s Communicable Disease Plan available to the staff and families and provide updates as needed.➤ Signage will be posted in school and district buildings to remind and cue people to follow best practices for limiting the spread of COVID.➤ District will send out weekly emails reminding all stakeholders of the expectations, including expectations for staying home when someone is feeling sick.➤ District will send out a school level communication to staff and families if a person tests positive for COVID. District will notify all staff and students in a cohort if a person tests positive for COVID.➤ Communication will be made available in other languages and the district will outreach to families to ensure they have access to the information.	<p>Staff have access to support relating to understanding this comprehensive Communicable Disease Plan</p> <ul style="list-style-type: none">- Help and support from school leadership and school counselor.
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<p><u>Isolation:</u></p> <p>Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by <u>OAR 581-022-2220</u>.</p>	<p>Isolation of Sick People and Quarantine of Exposed People- Isolation is a way to prevent others from becoming infected from a person who may have COVID-19. Screening and isolation together are active ways that schools are able to respond to possible positive cases of COVID-19, and therefore prevent others from getting sick. Staff and students should not assume that a person in isolation has COVID-19. As with screening, the isolation practice is used as a preventative measure when the possibility of infection is present. Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick. An isolation room will be designated at each school for staff or students who report or develop symptoms. The space should be adequate for supervision of symptoms, and staff person monitoring should be wearing proper PPE. The district will offer free, on-site COVID-19 testing to students and staff with COVID-19 symptoms or exposure via OHA’s K-12 school testing program.</p>	<p>MITCH is working under guidance from TTSD. School leadership, staff, and our school counselor are reaching out to families to communicate this.</p> <p>We are working with the TTSD’s EL department to access translation support and funding for text apps like Remind to deliver user friendly and multilingual infographics. We are always available to field questions via phone and email.</p>
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<p>Exclusion: School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. (OAR 333-019-0010)</p>	<p>Exclusion: TTSD will follow the exclusion guidelines set forth by Oregon Department of Education and Oregon Health Authority: Expanded Guidelines for Exclusion Sept. 2020. Students and school staff who are diagnosed with a school-restrictable disease must be excluded from work or attendance. Susceptible students and school staff may also be excluded following exposure to selected diseases, per instructions to the school administrator from the local public health authority or per OHA state-wide posted notices. [OAR 333-019-0010; 333-019-0100]</p> <ul style="list-style-type: none">➤ Students and staff who have conditions that cause chronic symptoms (e.g., asthma, allergies, etc.) should not be automatically 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.<ul style="list-style-type: none">○ COVID-19 Exclusion Summary Guide.○ Expanded School Exclusions Guidelines	<p>MITCH is working under guidance from TTSD. Family partnership advocates and communication teams are working to reach out to families about how to communicate this.</p> <p>We are using text apps like remind to deliver user friendly and multilingual infographics and information. Be available to field questions to help mitigate misunderstandings.</p>
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Accommodations for Children with Disabilities

Please describe the extent to which the district has adopted policies related to [appropriate accommodation](#) for children with disabilities with respect to health and safety protocols. Please describe any such policies.

The district's [guidance for providing accommodation for students](#) will help schools through the process.

Students who cannot meet the health and safety protocols due to a disability may not be excluded or placed in a more restrictive environment as a result of this inability. TTSD developed guidance that was created from the supplemental [Considering Reasonable Accommodations for Face Coverings](#) section of the RSSL and [Students with Complex Needs](#).

When a request is made for an accommodation related to the face covering or another health/safety requirement school teams should follow this process.

Updates to this Plan

To remain in compliance with ARP ESSER requirements, school districts must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review, and as appropriate, revise its Safe Return to In Person Instruction and Continuity of Services Plan.

Date Last Updated: August 27, 2021