

Molalla River School District

Regular Board of Director's Meeting

MRSD Board Room

412 S Sweigle Ave.

Molalla, OR 97038

Thursday, August 13, 2020

7:00 PM

Agenda

I. REGULAR BUSINESS MEETING

A. Call to Order

Pledge of Allegiance

B. Board Evaluation

C. Public Comment

D. Changes to Agenda

E. Action Items

1. Approval of July 9, 2020 Minutes

2. Approval of July 30, 2020 Minutes

3. Personnel Report

4. IT Director Job Description

F. Information/Discussion

1. Pandemic Response

a. Readiness for School Reentry 2020-21

b. District Operational Blueprints

2. Financial Report

G. Superintendent's Report

H. Board Comments

I. Upcoming Meetings

August 20th- Board Work session; 7 pm

September 10th - Regular Board Meeting; 7 pm

September 24th - Board Work Session: 7 pm

J. Adjourn

REGULAR BUSINESS MEETING

I. CALL TO ORDER

Chair Linda Eskridge called the regular business meeting to order at 7:07 pm and proceeded with the pledge of allegiance.

Present members include (Virtually): Chair Eskridge, Vice Chair Neal Lucht, Mark Lucht, Craig Loughridge, and Ralph Gierke, Jennifer Satter and Calvin Nunn. Absent member/s: None

MRSD Administrators present: Tony Mann/Superintendent, Rick Gill/Business Manager, Michael Salitore/Director of Supported Education, Kathleen French/Director of Teaching and Learning, and Missy Wesley/Executive Assistant.

II. BOARD MEMBERS

A. Election of Officers

Board Chair

Chair Eskridge moved to nominate Mark Lucht as Board Chair. Mr. Loughridge seconded the motion. There were no other nominations. The motion passed unanimously with seven ayes and zero nays.

Board Vice Chair

Mr. Loughridge nominated Neal Lucht as Vice Chair. Ms. Eskridge seconded the motion. Mr. Nunn called point of order since Mr. Mark Lucht is now Chair. Chair Mark Lucht asked for nominations for Vice Chair. Mr. Loughridge, again, nominated Neal Lucht as Vice Chair. Mr. Nunn nominated Mr. Loughridge as Vice Chair. Mr. Loughridge respectfully declined the nomination. Mr. Nunn nominated Mr. Gierke as Vice Chair. Mr. Gierke seconded the motion. There were no further nominations

By hand vote, Ms. Eskridge, Mr. Loughridge, Mr. Neal Lucht, and Chair Mark Lucht voted for Mr. Neal Lucht as Vice Chair. Mr. Nunn and Mr. Gierke voted for Mr. Gierke as Vice Chair. Ms. Satter declined to vote. The nomination for Neal Lucht as Vice Chair passed with four ayes.

III. POLICY COMMITTEE MEMBERSHIP

Chair Mark Lucht asked for procedural advice related to policy committee membership. Vice Chair Neal Lucht explained that this is appointed by the board chair. Mr. Loughridge said that he would continue to serve on this committee if the board would like. Ms. Eskridge and Vice Chair Neal Lucht indicated they would also continue to serve on this committee. Chair Mark Lucht confirmed that Mr. Loughridge, Ms. Eskridge and Vice Chair Neal Lucht will serve on this committee.

IV. PUBLIC COMMENT

"I hope you are all doing well during this crazy time. My daughter Emma is a middle school student going in to 7th grade. As a family we are struggling on what we will chose for her schooling next year. We loved the 6 years she spent at Mulino and I was very active in the school as a volunteer and President of the Parent group. Obviously this last year was not anything anyone could have planned for so our experience was mixed for her 6th grade year at the middle school. While we were satisfied with the first half of the school year, after the schools were closed our experience with at home learning was really frustrating. Please know I understand that the district and teachers did the best they could under extreme circumstances.

I know the district and school staff are working on a plan for the fall. I also know like our family, many are considering other options for schooling, including on line school, home schooling and private school. In our social circle alone it is about half

that are considering pulling kids from the district. We as parents don't want to do this but are concerned about the plan for learning and state guidelines for the health of the students. I am also concerned with the mass exodus of students as it could have a huge financial impact on our district and then our family may have to make a long term decision to chose another option rather than our district because of lack of programs, budget cuts etc. I say all of this because I think its really important to have parents involved in the planning of the next school year, parents are going to have a much bigger role in the education of the students, many work and are not able to be hands on during learning hours and frankly many do not have the patience or the skill set to be good learning coaches.

While I appreciate the surveys asking for parent input, I am hoping that you will consider getting parents way more involved in the planning for next year. While surveys can be a useful tool, in this case it does not allow parents to really partner with the district in the planning. I know Tigard/Tualatin district is offering parent input meetings via zoom and I hope our district will offer the same. I also hope that the district will see the importance of a group of parents being part of the planning and decision making process. I am happy to step forward to help and know many parents of kids in the district who would volunteer as well.

Specific things I would like to see considered -

Number one most important - Live learning via zoom or google meets as the main source of learning vs just assignments kids and parents need to navigate alone. Option for 100% home learning vs part in school learning and part home learning. Class schedules followed and teachers available live to answer questions in real time. Letter grades rather than pass/ fail as it gives students incentive to actually work hard. Teachers required weekly to keep up on grading/student vue so that parents have an accurate idea of student progress. and finally full transparency on how social distancing, masks, cleaning will be handled in school buildings.

Thank you once again for listening to my thoughts. I know this is a huge task and I appreciate all you are doing. Please don't hesitate to reach out to me with any questions."

~ Sally Dillon

"I wanted to share with the community my appreciation for the City Council of Molalla and MRSD's continuation of the SRO program. Without the supports provided graciously by both parties the partnership would not exist. THANKYOU. The security that comes with a uniformed officer is not the carrot for myself. It is the multitude of opportunities that grow with support. This includes mentoring through positive modeling, understanding and future local candidates for MPD. The real gem is trust, personally gained trust. This gives the students a chance to form or test opinions or perception of modern policing. As a people we need that more than ever. This benefits all, officer/student/parent/teacher.

OUR CURRENT SRO IS THE "BEE'S KNEE'S" COMMUNITY POLICING POSTOR CHILD. THANK YOU TO ALL FOR SUPPORT OF THE PROGRAM. THE POLICE ARE US AND WE ARE THEM. THEY ARE OUR SISTERS BROTHERS, PARENTS AND NEIGHBORS. THEIR CONTINUED STRENGTH WHILE STANDING FOR JUSTICE GIVES ME COURAGE AND HOPE FOR TOMORROW. I HOPE YOU ALL FIND THAT SAME MESSAGE IN THEIR SVC."

~Jimmy Lanahan

Hello! Tonight you will hear a presentation about the current plans for the 2020 Fall Reopening of schools. As a member of the committee that worked on these plans, I'd like to offer you a slightly different perspective than what is planned to be presented to you tonight.

I come from the perspective of a science teacher. My major was Biology, and I specialized in microbiology, so this time in history has been very poignant to me. When I taught high school biology in a different district, I even did a large project with my language arts and social studies team teachers called "Outbreak." Sadly, I was not able to continue that project upon teaching in Molalla because you need gas to investigate microbes and we don't have working gas at the middle school. That does not mean that in last 12 years at MRMS that I have lost my passion to study the latest in microbiology, but just means that I haven't been teaching it. Anyhow, this means I come from a public health perspective right now, not just a science teacher.

One thing that will be presented to you this evening is the plan to have the middle schoolers return in person two days a week, do digital learning two days a week, and have a homeroom check-in/office hours one day a week (so no kids would be in the building on that one day). While I do support this plan, I cannot throw my support behind how the school is planning to implement this return. Tonight, you will hear from Mr. Mann that his recommendation is for kids to come to school every other day. One cohort will be on site on Monday & Wednesday. The other cohort will be on site on Tuesday & Thursday. I have repeatedly said in meetings that from a public health perspective this is a really bad plan.

At MRMS last year, I recorded the number of days that my room did not receive janitorial services. We call those "Trash & Dash Days," which means days where there is only one janitor to cover the whole school in the evening, so the only thing that there is time to do in your room is empty the trash. There is no time to clean desks, dust, or vacuum (things that are essential to prevention of viral spread). We had Trash & Dash Days for one third of the school year during 2019-20.

When I repeatedly explained in Fall Planning meetings that we do not have enough janitors to clean the desks every night, I felt ignored. From a public health perspective, it would be safer to have one cohort of kids go to school Monday & Tuesday, have Wednesday as a school-wide no kid day so that deep cleaning could be done, and then have the other cohort of kids go to school Thursday & Friday. There were three reasons given to me for why my perspective was ignored: 1) We are considering putting janitors on all day shifts, with no night shifts AND 2) MRMS got a third janitor a third of the way through last year, so my data is inadequate AND 3) If kids go to school back to back days, they won't retain information until the next week. Here are my rebuttals: 1) How does having janitors on day shifts solve the deep cleaning issue at all? In fact, isn't it more essential on your plan to have night janitors to clean up after one cohort before the next cohort comes in the following day? Day janitors doesn't solve anything on the presented plan, but would work well on my plan with Wednesdays with no kids. The janitors would have all day on Wednesday to clean in my plan. 2) Looking at my data, the one third of days with no service to my classroom was consistent, even with the hire of Keith (our third janitor). We simply don't have enough janitorial staff to clean every night. I've been in the district twelve years and I've never had a year where there was consistent cleaning done every night. 3) The kids will be doing digital learning at home two days a week. This will enforce what they have been learning in school and keep their brains retaining the information taught. Kids doing their digital learning will retain information whether they do digital learning back to back days or every other day, because they are still practicing something with that information. Also, competent teachers (our middle school is a very competent staff) will do a review of information when kids are in person, no matter whether that is every other day or back to back days. Research shows that spiraling curriculum (basically coming back to topics over and over) is best practice in teaching, and every teacher I know of at the middle school knows this and spirals curriculum.

In conclusion, I am simply asking you to consider the public health ramifications of not being able to deep clean each night between cohorts of students. Would you be comfortable sending your child to go sit in a desk that wasn't cleaned the previous night due to a lack of janitorial staff? Think about how that desk had a different child sneezing on it, spitting on it, and even rubbing boogers on it? Please consider having kids in one cohort going to school two days in a row with time in between to deep clean before the next group comes in.

*Sincerely yours in health and wellness...
~Trisha Claxton*

Members of the board. Tonight, you will be looking to elect your leadership for the upcoming year. I would highly recommend that you find someone that can connect with the community as the current leadership of the board has failed to do so. Alienating your community and ignoring them does nothing but drive a divide between the board, the school district and the community. I know you have a sense of security based on my withdrawal of the recall effort, but I assure you, the community spoke loud and clear with more than enough signatures once they were all collected to continue with the election. I sincerely hope you all consider that, and what it means for your actions in the upcoming year.

Thank you

~Michael Giard

V. CHANGES TO AGENDA

There were no suggested changes to the agenda.

VI. ACTION ITEMS

A. *Minutes from June 11, 2020 Meeting*

Mr. Gierke moved to approve the June 11, 2020 minutes as presented. Vice Chair Neal Lucht seconded the motion. There was no discussion and the motion passed unanimously (7-0).

B. *Minutes from June 25, 2020 Meeting*

Mr. Gierke moved to approve the June 25, 2020 minutes as presented. Vice Chair Neal Lucht seconded the motion. There was no discussion and the motion passed unanimously with six ayes, zero nays and one non-vote (Mr. Nunn)

Mr. Nunn left the meeting at 7:23 pm.

C. *Surplus Items*

Vice Chair Neal Lucht moved to approve the surplus list as presented. Ms. Eskridge seconded the motion. There was no discussion and the motion passed unanimously (6-0).

D. *Personnel Report*

Mr. Gierke moved to approve the personnel report as presented. Vice Chair Neal Lucht seconded the motion. Members had some verifying questions and the motion passed unanimously (6-0).

Chair Mark Lucht asked about the Human Resource Job Description. Mr. Mann explained that it was policy to approve all new job descriptions and this position has not been filled for many years. Ms. Eskridge moved to approve the job description. Mr. Gierke called point of order as he did not see this item on the agenda. Mr. Mann explained that this is a subset of the actual personnel report, but it is good to action on this separately. Mr. Loughridge seconded the motion. Ms. Eskridge asked if this position will be managing complaints, since it is not identified in the description. Mr. Mann replied this would be part of this person's function and can add a bullet item to the description identifying this. Vice Chair Neal Lucht asked how this position will be recruited. Mr. Mann explained it will be posted to a competitive group throughout the state and will be open through COSA, which is cross referenced to other list serves across the Northwest. Mr. Loughridge asked about administrative credentials for this position. Mr. Mann explained they do not need an administrative license, but will look to hire someone with extensive experience in this field.

Mr. Loughridge moved to amend the main motion, by adding language to the description indicating this person would be in charge of managing complaints. Mr. Gierke seconded the motion. All members unanimously approved the amendment (6-0).

The motion to approve the job description with the amendment passed unanimously (6-0).

E. Elementary and Secondary School Emergency Relief Application (ESSER)

Mr. Gill explained this application is part of the CARES Act and said it was drafted with the help of Mr. Salitore and Ms. French. Board members asked clarifying questions and participants included in the application. Vice Chair Neal Lucht moved to approve the application. Ms. Eskridge seconded the motion. There were no further questions and the motion passed with five ayes and one nay (Mr. Gierke).

F. Board Evaluation

Mr. Mann explained that this item is on the agenda as the board had previously discussed engaging with Mr. Greg McKenzie for a board evaluation, and this is an opportunity to discuss if they wish. Mr. Gierke moved to move forward with a board evaluation. Ms. Satter seconded the motion. Board members discussed in great length the type of evaluation they would like done. Ms. Satter commented that a 360 evaluation of the community/staff would give the board a more well-rounded view. Vice Chair Neal Lucht moved to amend the motion by inserting “a community 360 evaluation”. Ms. Eskridge seconded the motion. The amendment passed unanimously (6-0).

The motion to move forward with a community 360 board evaluation passed unanimously (6-0)

VII. Information/Discussion

A. Fall Design 2020-21 – Ready School, Safe Learners

Mr. Mann reported that he was happy to bring an update on the process which began over three weeks ago, where a team of over 45 teachers, support staff, admin came together to share the vision of how we were going to do school in the fall. Mr. Gierke asked about parent involvement and if an AM/PM model was considered. Mr. Mann explained that the process is not complete, but over 100 voices of community members and staff were included in the process so far.

Mr. Mann explained the operational blueprint for reentry that was provided by ODE and the eight guiding principles of the design team for this work. He talked about Maslow’s Hierarchy of Needs for learning and some of the early decisions made in this process. He said Ms. Dillon’s concerns are not lost on him and he would like to engage with her on next steps. He said that this communication is key with staff and community. He talked about taking firm action to have 1-1 technology provided and identify clear roles/clarity for design response. He provided the group with a draft of the organizational chart the district is using for alignment of the blueprint and identifying subproject leaders. He turned it over to Mr. Gill who discussed elements one to three on the blueprint around student/employee safety.

Mr. Gill explained that the blueprint template purposefully reminds us that the communicable diseases factors must be addressed before moving on to other elements. He pointed out that this is show in sections one through three: Public Health Protocols, Facilities and School Operations, and Response to Outbreak. He commented that as were starting this work is reminded him of the Clarkes construction project and that the blueprints content guides all decisions and work. He explained that even though the blueprints were prepared carefully and in great detail, but sometimes the real conditions required an

alternative approach. He said the blueprints we are developing now reflects the best current information and most likely will be modified. He explained the goal of the information tonight is not to make the group experts on the template, but rather provide an assurance that careful thought/planning is taking place to be certain that staff/students will be able to go about the business of learning in a safe environment with proper protocols/procedures in place to minimize the spread of the disease.

Dr. Jan Olson spoke to the group about the comprehensive communicable disease management plan; which includes: communicable disease plan, exposure control plan, pandemic plan, and COVID-19 specific communicable diseases addendum. She walked the group through the flowchart if there is an outbreak and the plan to follow. Mr. Gill thanks Dr. Olson for all of her work in this area. He pointed out that included in element two are sections related to meal service and transportation. He commented that he appreciates the cooperation/professionalism of Antonia (Sodexo) and Greg (First Student) as they are preparing to meet the requirements outlined in the blue print. He explained the need to maximize available space on the buses is going to require some changes in practice. He said the district has provided transportation to MES, MRMS, MHS students that live closer than one mile and this will not be possible next year. He said the district has also transported students attending elementary schools outside their attendance boundaries and this is not something possible next year.

Mr. Dalton, MRMS Principal, and Ms. Jackson, MRMS Associate Principal, outlined for the group their draft of arrival and dismissal procedures during the day. They talked about how cohort would be developed, student expectations when moving through the building, the use of visual screen when students arrive. Mr. Gill asked Tony Tiano, Facilities Supervisor, provide information related to facilities and item 2j on the blueprint on cleaning, disinfection and ventilation. Mr. Tiano explained to the group that his team has been working on a disinfectant plan district wide, which includes daily logs, check list and documentation. He said all buildings have adequate ventilation and isolations rooms with dedicated exhaust fans. He talked about handwashing stations, use of Plexiglas where needed, proper signage, and appropriate PPE. He thanked Mr. Gill and Dr. Olson and said he is confident by the time starts all of these pieces will be place and our buildings will be safe for staff/students. Mr. Gill said the group should be confident in the preparations that are being made for the safe reentry of our students and staff.

Mr. Salitore highlighted the importance of meeting the social, emotional needs of our students. He walked the group through the process of addressing these issues, which include: stakeholder input through surveys, focus groups identifying major areas of concern, initial meetings with various county resource groups, and implementation team work. He talked about the six focus areas and goals to address district wide. Mr. Mann explained to the group the three pathways of instructional models that ODE has identified (hybrid, in person learning or distance learning). He said that the design team looked at all viable options to see if it was feasible, logistical and financially able.

Ms. Corinne Johnson, spoke to the group about the work of the design team and how each leveled group met to determine what is the best place to land, providing balance for families and educational social-emotional well-being of the students. She said she is proud of the work done and appreciates all of the hard work everyone has put in. Mr. Mike Sauers, MES Principal, commented that as a new principal he is excited about the planning taken place. He talked about the instructional design pathway that surfaced which maintains as much in-person learning as possible while potentially providing families with the alternative of a full-time online option. It includes K-2 full time in-person four days per week, grades 3-12 two days in-person/three days digital learning, or families can choose to enroll in MRSD full time

online academy. Board members asked clarifying questions around FTE, use of the online academy, and student transitions during the day.

Mr. Berzinski talked with the group about what the academic school day will look like for high school students. He explained that students will need to maintain their class schedules (as close as they can), because it is tied to graduation requirements. He talked about adjustments that will be made around the building to accommodate safety precautions. Mr. Dalton shared with the group his experience with distance learning last spring and how they have developed their plans for a hybrid model. He talked about electives, student transitions, parent feedback and sample schedules. Mr. Gierke asked if an AM/PM model was considered. Mr. Berzinski replied that it is important to be consistent district wide, as many secondary students play an important role for their siblings. Ms. Satter asked how pull out services would be handled. Mr. Dalton replied they will work with case managers and teachers to develop a schedule for this instruction. Mr. Salitore stated that ODE is working on guidelines and when general education establishes their structure they will then plan. Ms. Satter asked about sanitation between cohorts and when high school students transition to various rooms. Mr. Gill replied that the district will follow all guidance.

Mr. Mann introduced Allison Holstein, who walked the group through the data compiled from community/staff members related to the various pathways. She said there were a total of over 1100 responses between elementary/secondary and amongst all schools. She shared with the group the questions presented and results of the survey. Ms. Holstein highlighted the website content that is updated weekly, which includes consistent communication to help answer community questions. Mr. Mann concluded that the district will be moving forward in the direction of a hybrid model as identified. He explained that next steps will include: a resource analysis, financial implications, and visual community sessions. He recommended that folks look to our website to answer any questions or for further listening session.

Board members asked further clarifying questions related to community forums, PPE expectations, visitors and traffic flow in buildings. Mr. Mann said if there are any more questions to provide them to Ms. Wesley and we can provide answers.

B. Financial Review

Mr. Gill asked if there were any questions regarding is written financial report. Ms. Satter asked about Measure 98 funds and if there were being withheld. Mr. Gill responded that everything is on hold until the budget situation at the state level is done. There were no further questions.

C. Annual Restraint and Seclusion Report (Division 22)

Mr. Salitore explained that the laws changed and this report needs to be presented to the board. Chair Mark Lucht asked if there was anything new with the policies/procedures. Mr. Salitore indicated that the changes are highlighted in the report. Ms. Eskridge asked about the restraints reported. Mr. Salitore replied that there were six cases among four students at Molalla Elementary. He explained the students were restricted by movement for their safety; a planning process took place after and the parents were informed.

VIII. Board Comments

Mr. Loughridge commented how great the presentation was and that there was a lot of thought put in to how school was going to take place next year. He thanked Ms. Eskridge for her hard work the past year leading our board; congratulated Chair Mark Lucht and said he will do a great job.

Vice Chair Neal Lucht commented on the fantastic work being done to reinvent education and is proud to have some involvement in watching the process. He said that any way we can support in the area of transportation, it is important to families. He thanked the group for the amazing work. Ms. Satter reminded the board of the OSBA half day conference coming up.

IX. Upcoming Meetings

Chair Mark Lucht reviewed the upcoming meeting schedule. He asked if the meetings will still continue to be virtual or on site. Mr. Mann explained that we need to comply with the Governor's orders and the discussion of future meetings could take place at the upcoming board leadership meeting.

Chair Mark Lucht pointed out that an audience member (identified as Sugar) asked to speak and wanted to know if there were any objections. There were no objections and Sugar was allowed to speak. She indicated that she was watching the meeting as required for one of her classes and it would take an hour for her share all of her thoughts. There was no further comment, as she lost connection and we could no longer hear her.

X. Adjourn

Mr. Gierke moved to adjourn the meeting. Ms. Eskridge seconded the motion. There was no further discussion and motion passed unanimously (6-0) to adjourn the meeting at 9:52 pm.

Chair

Superintendent

Board Secretary

VIRTUAL SPECIAL MEETING

I. CALL TO ORDER

Chair Mark Lucht called the special meeting to order at 7:01 pm and proceeded with the Pledge of Allegiance.

Present members (Virtually) include: Chair Mark Lucht, Linda Eskridge, Jennifer Satter, Craig Loughridge, and Ralph Gierke. Absent member/s: Calvin Nunn and Vice Chair Neal Lucht.

MRSD Administrators present: Tony Mann/Superintendent, Rick Gill/Business Manager, Kathleen French/Director of Teaching and Learning, Michael Salitore/Director of Supported Education, Larry Conley/Principal, Elise Hall/Principal, Mike Sauers/Principal, Corrine Johnson/TOSA and Missy Wesley/Executive Assistant.

II. PUBLIC COMMENT

“Hello MRSD Board,

I*With the news of kids not returning to the school buildings this fall and that each district is given additional funds from the state to help with technology learning (which as I listened to the press conference I was under the impression that was for tools such as chrome books for students). I would like to request MRSD provide internet for all families since I know you have already purchased and are providing chrome books for each student in the district this school year. I know they will be very helpful for remote virtual learning. As kids will be working 100% from home for who knows how long, I know many families who already struggling both financially and with the stress of homeschooling right now. My suggestion is you negotiate a flat rate for MRSD Families. With that rate you can cover internet for families and if the family has internet already, they have the option to upgrading their internet or taking a discount on their bill at your rate. Many families are not working and the ones that are will most likely be making minor to drastic adjustments to make sure their kids are schooling from home.*

Maybe this something you have already done or are in the process of, I just wanted to put it on the table if it has not been thought of.

*Thank you,
Darcy Brady”*

“Dear Molalla River School District Board Members and Community,

I write this letter to you as not only a community member, but as a proud employee of the Molalla River School District. Following the last board meeting, I wanted to reassure the community and the school board that we are capable of doing our jobs and providing a clean space for students and staff throughout the entire school year.

As the Head Custodian of Molalla River Middle School, I can attest to the hard work our building custodial staff has done not only on a daily basis during the school year, but also during the spring, winter and summer breaks. Throughout the school closure this past spring, custodial staff worked diligently to disinfect the entire building in preparation for the return of staff and students.

We work to clean each classroom, bathroom, locker room, gym, cafeteria, and hallways with attention to detail each day. When the inevitable colds and viruses come through our building each school year, we dedicate even

more time to sanitizing desks, doorknobs, and other high-touch surfaces to help combat the transmission of illness in our building.

In the event of a custodian's absence, we are left with one-night custodian. This night custodian still focuses on sanitizing desks, eliminating trash, cleaning and disinfecting bathrooms and locker rooms, cleaning the gyms, and securing the building for the night. The chore not able to be accomplished on those rare occasions is sweeping and mopping each classroom floor on those given nights.

The custodial staff at Molalla River Middle School takes immense pride in their work to ensure that students and staff have a clean, safe place to learn and teach. We have accomplished many projects over the last few years as well, bringing Molalla River Middle School Wolverine pride back to the building.

I hope our community, staff, students, and parents appreciate the hard work we do each and every day to ensure everyone that comes to our building is safe.

*Thank you,
Karen McElfish, Head Custodian, MRMS"*

III. CHANGES TO THE AGENDA
There were no suggested changes to the agenda.

IV. ACTION ITEM
A. IT Director Job Description
Mr. Mann provided the group with an overview of the presented job description, the history behind this position itself and the need, now that the district will start the year with Comprehensive Distance Learning (CDL). Board members suggested items to add to the document, including: cyberbullying, policy work and use of Microsoft specifically. Mr. Gierke asked about the cost of this position. Mr. Mann replied that it is about 110-115 gross salary annually. Chair Mark Lucht asked if the position is currently posted. Mr. Mann said that it has been posted about five days. The group determined that it would be best to take action at the next meeting.

V. INFORMATION/DISCUSSION
A. Update and Discussion of Fall 2020 Reopening Plans
Mr. Mann highlighted the work that has been happening over the last two weeks related to the fall 2020 reopening plans. He said that tonight he wanted to provide the group with the K-5 instructional framework and give a snapshot of what parents and students will experience under the CDL model. He thanked Sally Dillon and other parents in the community for their feedback. He turned the meeting over to Ms. Hall, Mulino Principal, to present; however, her microphone was not working so Mr. Mann asked if any board members had questions of Dr. Jan Olson related to the newly released state metrics. Chair Mark Lucht asked what her impression was of the information she is getting. She replied that the metrics are focused on the disease and positivity rate. She explained that there are more tests available and the population of the test have grown. She commented that it is not just about testing but also the increase in the death rates.

Ms. Hall began the presentation by stating that the core of their work under the CDL model will focus on clarity, routine and structure for all stakeholders. She explained for student engagement will include the

following: every student has a device and connectivity to engage in distance learning, every student will meet with their teacher every day to receive content instruction, the synchronous learning can be broken into multiple session throughout the day, and every student will have access to standards based content. She stated that part of this work is about the parent partnership, which includes: training for families, access to online materials and staff/parent communication. She stated the teacher's commitment will be: contacting every student every day for direct instruction in core content areas, utilize Google Classroom for instruction/assessment, and will post weekly slide decks (by Monday morning) that are linked to learning resources. She provided the group with an example of what these slide deck would look like.

Board members asked questions related to technology support and training. Ms. French replied that there will be support for these families and that is why the IT Director Position is so important to help navigate and trouble shoot. She said that Mr. Adkins, former IT Director, did such a great job providing this support in the Spring and CESD is willing to help with this work as well. She explained of the importance of providing this service/support to families. Mr. Mann said we will have a help desk developed for families that have tech needs. Discussion took place around student engagement and tracking students who did not participate last spring. Ms. French said that last spring our principals did an amazing job tracking students who were not engaged and our data will allow us to immediately connect with these families.

Ms. Eskridge asked questions about how we are going to support students with disabilities and English Language Learner (ELL) students. Ms. French indicated that ELL teachers are connecting with Spanish speaking families to assist with connectivity issues. Mr. Salitore explained that he has been actively working on a comprehensive plan for the social emotion piece for our students and has been partnering with county agencies to provide necessary resources to families. He said the guidance from ODE around SPED services is expected to be released on August 11th and they will work through on how to deliver services at a distance.

Mr. Mann talked about the county districts coming together to provide a full year online platform option. Ms. Hall explained that the district has partnered with Schools PLP to provide tools for families/teachers. She said that they teams have been working hard to align how specific standards are taught during the year. She provided the group and example of what families will see when logging in on Schools PLP and answered specific board questions.

Mr. Mann said he appreciates Ms. Hall being the voice of the elementary team and that the work communicating with parents has been taking place prior to the Governor's announcement of the metrics, in which there were about 300 community members (from all levels) participate in an informational forum. Now with clarity of CDL in the fall, administrators will hold school specific meetings. Board members asked questions around a soft start and the different metrics for K-3 students. Mr. Mann talked about having a soft start for the district to ensure manageability and if guidelines are met, potentially bringing K-3 back in buildings. He talked the rationale for determining the CDL model for the fall and said that it was to provide clarity K-12 for our families. Mr. Gierke agreed with this decision and said that this was critical for families to make necessary arrangements.

Mr. Mann talked about the full time online option in the district for kids who cannot return to the building. He explained there were parent meetings scheduled, but since the Governor's announcement, they choose to postpone these meetings to a later day. He explained that the district will be looking for

these families who choose this option, to make a full year commitment for the district to align for human resources demand. He said the intent is to come back next week to focus on the secondary framework.

Board members asked questions related to counseling services and on-site assessments. Mr. Salitore explained that counselors are working on shifting their practice to a distance environment and ODE has a robust set of resources the district will be using to provide guidance for best practices for students. He talked about his work on the social emotional well-being of the students and his work to help address these issues. Mr. Mann commented that he hopes the next ODE update will provide clarity on allowing students to come in the building for extra support.

Chair Mark Lucht took audience questions: “If a child commits to distance learning, but when school reopens they are not comfortable sending them back to school for the 2-days, will they still get the same teaching from home?” and “Is the virtual academy available for all students?” Ms. French answered that if families are interested in full online virtual learning academy they need a commitment now (for staffing purposes) and for the full year. She said that the academy is available for all students. Mr. Gierke asked of those students can also participate in activities. Mr. Mann indicated they could.

VI. BOARD COMMENTS

Ms. Satter provided an update on her work around child abuse prevention. Mr. Gierke asked about the HR Director position and if we have identified anyone. Mr. Mann replied that the position has been posted the last couple of weeks; which includes a very competitive pool of candidates and screening will start shortly. Chair Mark Lucht shared with the group his personal concerns he has with the information coming from the state and said he appreciated Mr. Mann reaching out to all board members around this topic.

VII. UPCOMING MEETINGS

Chair Mark Lucht reviewed the upcoming meeting schedule.

VIII. ADJOURN

Mr. Gierke moved to adjourn the meeting. Ms. Eskridge seconded the motion. There was no discussion and the motion to adjourn the meeting at 8:20pm passed unanimously.

Chair

Superintendent

Board Secretary

JOB DESCRIPTION
Molalla River School District

POSITION TITLE: District Director of Technology

DEPARTMENT: Technology

PLACEMENT: Director

WORK YEAR: 260 Days

SUPERVISED BY: Superintendent

GENERAL DESCRIPTION OF THE POSITION:

The District Technology Director works to lead the day-to-day management of a team of support professionals that provide excellent customer service to MRSD. The Director works under the direction of the Superintendent, and in collaboration with the Superintendent's Cabinet. The Director focuses on the education, desktop, infrastructure, and/or other technologies and support as needed by the District. The Director performs a customer service role in ensuring that services are provided in a timely manner, are of high quality, and meet District needs. The Director works cooperatively with other districts, ESDs, state agencies and represents the district at local, regional and state meetings.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Provides leadership, direction, and decision-making necessary to support technology services utilizing solid educational, functional, technical and/or project management knowledge and skills
2. Identifies resources needed and assigns individual responsibilities, manages day-to-day operational aspects of project and scope, and reviews deliverables prepared by team before implementation
3. Assists in the integration of technology into classrooms
4. Lead the district in assuring adequate protections are in place for student and staff safety. This includes but is not limited to participation in county wide cybersecurity collaboration.
5. Consistently evolves the district information systems in a progressive fashion to deliver improved experiences for students, teachers, staff, and administration.
6. Maintains a positive and client friendly relationship that focuses on customer support
7. Continually reviews and analyzes existing use of infrastructure, desktop, and educational technology, their effectiveness and efficiency, and develops strategies for improving or expanding existing capabilities
8. Tracks emerging trends and maintains a current foundational knowledge of infrastructure, desktop, and educational based technology systems
9. Develops district technology team members by assessing strengths and needs for development; gives timely and specific feedback and coaching
10. Recommends relevant updates and additions to board policy
11. Maintains project schedules and timelines, and provides reports on project status as requested by the superintendent
12. Maintains frequent and effective communication with administration regarding staff activities, project schedules, and upcoming changes

13. Coordinates and participates in the selection, assignment, supervision, and evaluation of personnel
14. Maintains a work schedule that ensures systems availability to meet school district and departmental demands
15. Coordinates communication, resources, and support between schools, district administration, CESD, and vendors
16. Maintains positive relationships with other school districts, ESDs, and state agencies
17. Maintains a knowledge base to ensure that service delivery meets state, federal, and local laws
18. Work closely with the Director of Teaching & Learning to ensure that training and support mechanisms are aligned with the District's instructional technology needs.
19. Work closely with the technology team to ensure device repair, maintenance, and configurations meet the needs of the students and staff.
20. Communicate district and program needs to Director of Teaching & Learning
21. Provide up-to-date data on technology use to District administrators.
22. Coordinate with CESD and other education partners
23. Provide leadership and management for the Technology and Teaching & Learning Departments.

ADDITIONAL FUNCTIONS:

1. Follows and supports district policies and procedures
2. Works cooperatively and harmoniously with clients, co-workers, and Cabinet
3. Maintains professional and technical knowledge by participating in professional development activities
4. Performs other duties as may be assigned

MINIMUM QUALIFICATIONS:

1. Bachelor's degree in business administration, management, information systems, computer science, other related field, or equivalent relevant experience
2. Minimum of 3-7 years of progressive responsibility managing desktop, infrastructure, and educational technology preferably to include staff management in a K12 setting
3. Demonstrated ability to motivate staff and provide a positive influence in delivering excellent customer service
4. Working knowledge of student information systems preferably including recent experience with Edupoint Synergy
5. Expertise leading systems integrated across various platforms and operating systems, including but not limited to Microsoft, Apple, and Cisco.
6. Demonstrated ability to work independently to solve problems and to effectively schedule work in the face of changing priorities and emergency situations
7. Demonstrated ability to manage multiple initiatives simultaneously, utilizing appropriate processes and delivering positive results
8. Excellent written, verbal, and electronic communication skills
9. Strong customer service orientation and leadership skills
10. Physical and mental attributes sufficient to perform essential functions

DESIRED QUALIFICATIONS:

1. Experience as licensed instructor or TOSA with recent experience in instructional models and methodologies for the integration of technology into the classroom

DRAFT pending Board approval

PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

1. Employee may need to:

- | | | | | |
|----------------------------|---------------------------------------|--|--|-------------------------------------|
| Bend: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Climb: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Crawl: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Drive: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Kneel: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Lift: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Reach:
(above shoulder) | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Sit: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Squat: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Stand: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Twist: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Walk: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

2. Employee may use hands for:

- | | | | | |
|-------------------|---------------------------------------|--|---------------------------------------|--|
| Single Grasping | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Pushing & Pulling | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input checked="" type="checkbox"/> Not At All |
| Fine Manipulation | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

3. Employee may use wrists for:

- | | | | | |
|------------------|---------------------------------------|-------------------------------------|--|-------------------------------------|
| Twisting/turning | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|------------------|---------------------------------------|-------------------------------------|--|-------------------------------------|

4. Employee may use feet for repetitive movement as in operating foot controls:

- | | | | |
|---------------------------------------|--|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|---------------------------------------|--|---------------------------------------|-------------------------------------|

5. Lifting:

- Light Work: Lifting 20 pounds maximum with frequent lifting and/or carrying of objects weighing up to ten pounds. Even though the weight lifted may be only a negligible amount, a job is in this category when it requires walking or standing to a significant degree or when it involves sitting most of the time with a degree of pushing and pulling of arm and/or leg controls.

MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

REASONING ABILITY:

- Routine, repetitive tasks with simple instructions
- Ability to follow detailed instructions that require few changes
- Ability to follow detailed procedures with several potential variables
- Problem solving ability and interpretation of events required for practical matters
- Ability to accurately interpret behaviors and nonverbal communication and act on decisions
- Logical or deductive thinking required frequently
- Creative, innovative solutions to job problems

CALCULATIONS:

- Simple copying, addition, counting, subtraction
- Ability to divide and multiply
- Understanding the metric system and conversions
- Fractions, decimals, and percentages
- Statistics, use of graphs
- Advanced mathematics
- Theoretical application of statistics and complex math

LANGUAGE:

- Ability to read and understand product labels, policies written at the 10th grade level, and ability to follow verbal or demonstrated instructions
- Ability to explain simple directions, copy data from one form to another
- Completes form letters or answers routine correspondence
- Composes correspondence independently
- Reads and interprets complex technical material
- Ability to speak and understand a second language
- Can prepare complex reports and documents as required
- Ability to speak with individuals and small groups in an articulate manner
- Ability to speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

I hereby indicate by my signature that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the positions, and
3. I can perform the essential functions of this position without an accommodation.

Employee _____ Date _____

Director _____ Date _____

August 13,

2020

Agenda Item: Readiness for School Reentry 2020-21 **Item:**

IF1b

Purpose: Informational Update

Background Information:

The purpose of this agenda item is to provide the board with an update from administration regarding the reopening of school buildings for the 2020-21 school year.

Respectfully Submitted by: Tony Mann



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/30/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Mulino Elementary, Molalla River School District
Key Contact Person for this Plan	Elise Hall
Phone Number of this Person	503-829-6888
Email Address of this Person	elise.hall@molallariv.k12.or.us
Sectors and position titles of those who informed the plan	Principal, administrators, teachers, classified staff and families
Local public health office(s) or officers(s)	NA
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	NA
Intended Effective Dates for this Plan	September 8, 2020- December 4, 2020
ESD Region	Clackamas

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

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

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

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

The Molalla River School District has actively engaged our community in our planning process for the 2020-21 school year in several ways. All of our outreach activities were created and implemented in both English and Spanish languages. At each phase described below, we engaged both our staff and the community-at-large. Beginning in early June, we conducted a survey regarding “Distance Learning for All” from the spring. We asked for feedback and input on their experience and recommendations for improvement if we were required to explore a “Learn from Home model in the Fall. On July 1st, after some initial design work with a cross-functional group of staff, we constructed school specific videos to introduce the viable options for a fall model. As part of the video communication, we sent another survey to the community asking for input on the refined school models that were introduced and explained in each video. On July 9th, we presented the potential school models and the survey data from the community to our school board. During the weeks of July 20 and 27th, the district hosted virtual information sessions by grade level to share the latest school model development, gather input and provide an open forum for questions. On July 29th, a day after Gov. Kate Brown released the health metrics for schools, we communicated with our community that we would begin the 2020-21 school year in a comprehensive distance learning model for our first trimester. We further clarified that we would continue to develop the hybrid learning model, so we were well prepared for in-person learning once health metrics suggested we could proceed in that manner. During the weeks of August 3 and 10th, we have scheduled additional parent information sessions to present the Comprehensive Distance Learning platforms for each grade level and introduce the full-time online learning option for families who are unable to send their children back to brick and mortar school later in the year.

- Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning x Comprehensive Distance Learning

- If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
- If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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

The county in which the school is located does not meet the Community Health Metrics for returning to in-person instruction.

Describe how your school's model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

The guidance has been reviewed and the requirements will be met.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

The intention is to complete the first grading period utilizing comprehensive distance learning. The Community Health Metrics for returning to in-person instruction will be monitored and a decision will be made about the instructional model for additional grading periods.

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

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/30/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school⁴ has been directed to submit a plan to the district⁵ in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,⁶ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Molalla Elementary School, Molalla River School District
Key Contact Person for this Plan	Mike Sauers
Phone Number of this Person	503-829-4333
Email Address of this Person	Mike.sauers@molallariv.k12.or.us
Sectors and position titles of those who informed the plan	Principal, administrators, teachers, classified staff and families
Local public health office(s) or officers(s)	NA
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	NA
Intended Effective Dates for this Plan	September 8, 2020- December 4, 2020
ESD Region	Clackamas

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

⁴ For the purposes of this guidance: “school” refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, “school” will be used inclusively to reference all of these settings.

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3. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning x Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

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

The county in which the school is located does not meet the Community Health Metrics for returning to in-person instruction.

Describe how your school's model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

The guidance has been reviewed and the requirements will be met.

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Clarkes Elementary, Molalla River School District
Key Contact Person for this Plan	Larry Conley
Phone Number of this Person	503-632-2390
Email Address of this Person	Larry.conley@molallariv.k12.or.us
Sectors and position titles of those who informed the plan	Principal, administrators, teachers, classified staff and families
Local public health office(s) or officers(s)	NA
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	NA
Intended Effective Dates for this Plan	September 8, 2020- December 4, 2020
ESD Region	Clackamas

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

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

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/30/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹⁰ has been directed to submit a plan to the district¹¹ in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,¹² parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Rural Dell Elementary, Molalla River School District
Key Contact Person for this Plan	Larry Conley
Phone Number of this Person	503-651-2128
Email Address of this Person	Larry.conley@molallariv.k12.or.us
Sectors and position titles of those who informed the plan	Principal, administrators, teachers, classified staff and families
Local public health office(s) or officers(s)	NA
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	NA
Intended Effective Dates for this Plan	September 8, 2020- December 4, 2020
ESD Region	Clackamas

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

¹⁰ For the purposes of this guidance: “school” refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, “school” will be used inclusively to reference all of these settings.

¹¹ For the purposes of this guidance: “district” refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

¹² Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

The Molalla River School District has actively engaged our community in our planning process for the 2020-21 school year in several ways. All of our outreach activities were created and implemented in both English and Spanish languages. At each phase described below, we engaged both our staff and the community-at-large. Beginning in early June, we conducted a survey regarding “Distance Learning for All” from the spring. We asked for feedback and input on their experience and recommendations for improvement if we were required to explore a “Learn from Home model in the Fall. On July 1st, after some initial design work with a cross-functional group of staff, we constructed school specific videos to introduce the viable options for a fall model. As part of the video communication, we sent another survey to the community asking for input on the refined school models that were introduced and explained in each video. On July 9th, we presented the potential school models and the survey data from the community to our school board. During the weeks of July 20 and 27th, the district hosted virtual information sessions by grade level to share the latest school model development, gather input and provide an open forum for questions. On July 29th, a day after Gov. Kate Brown released the health metrics for schools, we communicated with our community that we would begin the 2020-21 school year in a comprehensive distance learning model for our first trimester. We further clarified that we would continue to develop the hybrid learning model, so we were well prepared for in-person learning once health metrics suggested we could proceed in that manner. During the weeks of August 3 and 10th, we have scheduled additional parent information sessions to present the Comprehensive Distance Learning platforms for each grade level and introduce the full-time online learning option for families who are unable to send their children back to brick and mortar school later in the year.

3. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning x Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

The county in which the school is located does not meet the Community Health Metrics for returning to in-person instruction.

Describe how your school's model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

The guidance has been reviewed and the requirements will be met.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

The intention is to complete the first grading period utilizing comprehensive distance learning. The Community Health Metrics for returning to in-person instruction will be monitored and a decision will be made about the instructional model for additional grading periods.

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

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/30/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹³ has been directed to submit a plan to the district¹⁴ in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,¹⁵ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Molalla River Middle School, Molalla River School District
Key Contact Person for this Plan	Randy Dalton
Phone Number of this Person	503-829-6133
Email Address of this Person	Randy.dalton@molallariv.k12.or.us
Sectors and position titles of those who informed the plan	Principal, administrators, teachers, classified staff and families
Local public health office(s) or officers(s)	NA
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	NA
Intended Effective Dates for this Plan	September 8, 2020- December 4, 2020
ESD Region	Clackamas

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

¹³ For the purposes of this guidance: “school” refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, “school” will be used inclusively to reference all of these settings.

¹⁴ For the purposes of this guidance: “district” refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

¹⁵ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

The Molalla River School District has actively engaged our community in our planning process for the 2020-21 school year in several ways. All of our outreach activities were created and implemented in both English and Spanish languages. At each phase described below, we engaged both our staff and the community-at-large. Beginning in early June, we conducted a survey regarding “Distance Learning for All” from the spring. We asked for feedback and input on their experience and recommendations for improvement if we were required to explore a “Learn from Home model in the Fall. On July 1st, after some initial design work with a cross-functional group of staff, we constructed school specific videos to introduce the viable options for a fall model. As part of the video communication, we sent another survey to the community asking for input on the refined school models that were introduced and explained in each video. On July 9th, we presented the potential school models and the survey data from the community to our school board. During the weeks of July 20 and 27th, the district hosted virtual information sessions by grade level to share the latest school model development, gather input and provide an open forum for questions. On July 29th, a day after Gov. Kate Brown released the health metrics for schools, we communicated with our community that we would begin the 2020-21 school year in a comprehensive distance learning model for our first trimester. We further clarified that we would continue to develop the hybrid learning model, so we were well prepared for in-person learning once health metrics suggested we could proceed in that manner. During the weeks of August 3 and 10th, we have scheduled additional parent information sessions to present the Comprehensive Distance Learning platforms for each grade level and introduce the full-time online learning option for families who are unable to send their children back to brick and mortar school later in the year.

3. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning x Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

The county in which the school is located does not meet the Community Health Metrics for returning to in-person instruction.

Describe how your school's model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

The guidance has been reviewed and the requirements will be met.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

The intention is to complete the first grading period utilizing comprehensive distance learning. The Community Health Metrics for returning to in-person instruction will be monitored and a decision will be made about the instructional model for additional grading periods.

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

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/30/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹⁶ has been directed to submit a plan to the district¹⁷ in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,¹⁸ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Molalla High School, Molalla River School District
Key Contact Person for this Plan	Brad Berzinski
Phone Number of this Person	503-829-2355
Email Address of this Person	Brad.berzinski@molallariv.k12.or.us
Sectors and position titles of those who informed the plan	Principal, administrators, teachers, classified staff and families
Local public health office(s) or officers(s)	NA
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	NA
Intended Effective Dates for this Plan	September 8, 2020- December 4, 2020
ESD Region	Clackamas

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

¹⁶ For the purposes of this guidance: “school” refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, “school” will be used inclusively to reference all of these settings.

¹⁷ For the purposes of this guidance: “district” refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

¹⁸ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

The Molalla River School District has actively engaged our community in our planning process for the 2020-21 school year in several ways. All of our outreach activities were created and implemented in both English and Spanish languages. At each phase described below, we engaged both our staff and the community-at-large. Beginning in early June, we conducted a survey regarding “Distance Learning for All” from the spring. We asked for feedback and input on their experience and recommendations for improvement if we were required to explore a “Learn from Home model in the Fall. On July 1st, after some initial design work with a cross-functional group of staff, we constructed school specific videos to introduce the viable options for a fall model. As part of the video communication, we sent another survey to the community asking for input on the refined school models that were introduced and explained in each video. On July 9th, we presented the potential school models and the survey data from the community to our school board. During the weeks of July 20 and 27th, the district hosted virtual information sessions by grade level to share the latest school model development, gather input and provide an open forum for questions. On July 29th, a day after Gov. Kate Brown released the health metrics for schools, we communicated with our community that we would begin the 2020-21 school year in a comprehensive distance learning model for our first trimester. We further clarified that we would continue to develop the hybrid learning model, so we were well prepared for in-person learning once health metrics suggested we could proceed in that manner. During the weeks of August 3 and 10th, we have scheduled additional parent information sessions to present the Comprehensive Distance Learning platforms for each grade level and introduce the full-time online learning option for families who are unable to send their children back to brick and mortar school later in the year.

3. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning x Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

The county in which the school is located does not meet the Community Health Metrics for returning to in-person instruction.

Describe how your school's model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

The guidance has been reviewed and the requirements will be met.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

The intention is to complete the first grading period utilizing comprehensive distance learning. The Community Health Metrics for returning to in-person instruction will be monitored and a decision will be made about the instructional model for additional grading periods.

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

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/30/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹⁹ has been directed to submit a plan to the district²⁰ in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,²¹ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Molalla River School District
Key Contact Person for this Plan	Tony Mann, Superintendent
Phone Number of this Person	503-829-2359
Email Address of this Person	tony.mann@molallariv.k12.or.us
Sectors and position titles of those who informed the plan	Principal, administrators, teachers, classified staff and families
Local public health office(s) or officers(s)	NA
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	NA
Intended Effective Dates for this Plan	September 8, 2020- December 4, 2020
ESD Region	Clackamas

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

¹⁹ For the purposes of this guidance: “school” refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, “school” will be used inclusively to reference all of these settings.

²⁰ For the purposes of this guidance: “district” refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

²¹ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

The Molalla River School District has actively engaged our community in our planning process for the 2020-21 school year in several ways. All of our outreach activities were created and implemented in both English and Spanish languages. At each phase described below, we engaged both our staff and the community-at-large. Beginning in early June, we conducted a survey regarding “Distance Learning for All” from the spring. We asked for feedback and input on their experience and recommendations for improvement if we were required to explore a “Learn from Home model in the Fall. On July 1st, after some initial design work with a cross-functional group of staff, we constructed school specific videos to introduce the viable options for a fall model. As part of the video communication, we sent another survey to the community asking for input on the refined school models that were introduced and explained in each video. On July 9th, we presented the potential school models and the survey data from the community to our school board. During the weeks of July 20 and 27th, the district hosted virtual information sessions by grade level to share the latest school model development, gather input and provide an open forum for questions. On July 29th, a day after Gov. Kate Brown released the health metrics for schools, we communicated with our community that we would begin the 2020-21 school year in a comprehensive distance learning model for our first trimester. We further clarified that we would continue to develop the hybrid learning model, so we were well prepared for in-person learning once health metrics suggested we could proceed in that manner. During the weeks of August 3 and 10th, we have scheduled additional parent information sessions to present the Comprehensive Distance Learning platforms for each grade level and introduce the full-time online learning option for families who are unable to send their children back to brick and mortar school later in the year.

3. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning x Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

The county in which the school is located does not meet the Community Health Metrics for returning to in-person instruction.

Describe how your school's model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

The guidance has been reviewed and the requirements will be met.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

The intention is to complete the first grading period utilizing comprehensive distance learning. The Community Health Metrics for returning to in-person instruction will be monitored and a decision will be made about the instructional model for additional grading periods.

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

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/30/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Renaissance Public Academy
Key Contact Person for this Plan	Nicole Hans
Phone Number of this Person	503-759-7002
Email Address of this Person	nhans@rpa-molalla.org
Sectors and position titles of those who informed the plan	Dr. Jan Olson, District Nurse Nicole Hans, RPA Principal Cheryl Goodson, Student Success Coordinator Re’Anna Anderson, Administrative Assistant Thomas Waterman, P.E. Teacher
Local public health office(s) or officers(s)	https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Clackamas.pdf
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Nicole Hans

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

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

Intended Effective Dates for this Plan	September 8, 2020- January 15, 2021
ESD Region	Clackamas ESD

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

Throughout this process, we have been planning using the equity lens. Multiple staff meetings and community feedback have helped us form our plan for the 2020-21 school year. We will continue with our Monday-Thursday schedule with 6th-12th grade students learning in person two days of the week, and learning online the opposite days. We plan to have our 3rd-5th grade students learn in person all four days. Students' days will be chosen based on special needs, siblings and population on the buses in hopes that all students can be as safe as possible and receive the academic support they need. Among our student population: ● 15% qualify for free and reduced lunch ● 12% identify as students of color ● 8% experience special needs ● 15% require accommodations from a 504 Plan ● 7% are emerging bilingual students

- Indicate which instructional model will be used.

Select One:

- On-Site Learning**

 Hybrid Learning

 Comprehensive Distance Learning

- If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
- If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Per Governor Brown’s announcement, schools cannot open until there are 10 or fewer cases per 100,000 people over seven days or the test positivity of 5% or less over seven days in the tri-county area. This will continue through January as we foresee the flu and traveling during the holidays potential obstacles and risk factors that we do not wish to take.

Describe how your school’s model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

We will be providing online instruction, while also providing students with hand-on kits to be able continue to interact with our project-based, hands-on school model. We will ensure that each student has access to a computer and the internet, as well as receiving the supplies needed for their classes. We will be surveying our community members, as well as checking in consistently with our Distance Learning Committee to determine any improvements we need to make during CDL. Following this, the staff will meet to consider the achievable and equitable changes. Additionally, we will be partnering with our families and students by engaging them in our social emotional curriculum and holding classroom meetings as least once a week. All staff members will be trained in this curriculum.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

Our school will provide four hours of school Monday through Thursday. We will also provide office hours for additional support and intervention plans. Additionally, we will be offering optional clubs on Friday’s for community and skill building. Per our timeline above, we hope to return to school in mid-January. If the tri-county area has met the governor’s requirements at that time, it will allow any RPA families, who traveled during the holidays, to have a two-week quarantine before re-opening into the hybrid model.

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



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Molalla River Academy
Key Contact Person for this Plan	Shelley Urben
Phone Number of this Person	503-829-6672
Email Address of this Person	surben@mra-k8.com
Sectors and position titles of those who informed the plan	Shelley Urben, MRA Executive Director Shannon Lishka, MRA Teacher Iva Quinlan, MRA Teacher
Local public health office(s) or officers(s)	Sarah Present, MD, MPH
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Shelley Urben, Executive Director
Intended Effective Dates for this Plan	Beginning of the school year
ESD Region	Clackamas

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

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

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

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

MRA has established a response team that includes the executive director, the MRSD district nurse (Dr. Jan Olson) and five MRA teachers. MRA administration has been providing weekly communications to the community including parent Q and A's for school reopening. The school has also engaged staff in communication and surveys for reopening. Communications include information from Dr. Olson and are delivered weekly for both provision of current information and weekly health promotion. The executive director, response team teachers and the board chair have sent out video communications and updates to families. The school has engaged multidisciplinary teams to respond to mental health needs upon school reopening which include the school counselor, teachers, the executive director, and the district nurse. The MRSD director of supported education and the MRSD director of curriculum have met regularly in meetings Clackamas ESD. The district nurse has established communication with the project manager and CD nurses at Clackamas County and serves on both the OSNA advisory board, which collaborates with OHA and ODE and the School Nurse Advisory Board which is a partnership advisory between OHA and ODE.

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

We are selecting CDL because the Governor of Oregon, Kate Brown, issued a matrix for the re-opening of schools. It is highly unlikely that Clackamas County will reach the required numbers by September 8th, when we are scheduled to open. Making this decision gives us five weeks to finalize our CDL plan, train teachers for online learning, and communicate with families.

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

We do not feel we need to request any flexibility or waiver at this time.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

We plan to re-evaluate the numbers in our county the first part of November, which is half way through our first term. If the numbers in the county don't meet the Oregon state requirements, we will continue in CDL and evaluate again at a later date.

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

August 13,

2020

Agenda Item: Finance Report August 2020

Item: IF2

Purpose: Informational Update

Background Information:

2019-2020

The final accounting for this fiscal year is nearing completion and the ending fund balance for the General Fund exceeds projections. The auditors will be on site next week to begin the final phase of the audit.

2020 – 2021

There is not much change from what was reported last month. The special session for addressing the state budget deficit is scheduled to start August 10th.

An additional grant from the state to offset the costs associated with distance learning has been awarded.

Expenses associated with COVID 19 are being identified. At some point within the next few months' decisions will be made about what funding sources will be used to pay for these expenses.

Respectfully Submitted by: Rick Gill