

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

ODE Format Updated 4/7/2021

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. It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model.

1. Please fill out the following information for your school, district or program:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Jackson Elementary School, Medford School District
Key Contact Person for this Plan	Marisa Poling
Phone Number of this Person	(541) 842-3770
Email Address of this Person	marisa.poling@medford.k12.or.us
Sectors and position titles of those who informed the plan	Principal, Nurses, Staff, DO, etc.
Local public health office(s) or officers(s)	Jackson County Public Health (JCPH)
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Marisa Poling
Intended Effective Dates for this Plan	12 Apr 2021 – Until Education Model Changes
ESD Region	Southern Oregon ESD

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.

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.

Reopening Task Force

Members of MEA and OSEA, parents, students, senior team, principals, nurses, Jackson County Public Health, members of expert panel with references from MSD Health and Safety, Oregon Health Authority (OHA), Oregon Department of Education (ODE), Jackson County Public Health (JCPH) and Occupational Safety and Health Administration (OSHA).

Widely Distributed Surveys

We received feedback from the majority of our staff and 7,200 families regarding comfort levels on returning to in-person learning. A summary can be found here: <https://bit.ly/3c82BEP>.

3. Select which instructional model will be used:

On-Site
 Learning

Hybrid
 Learning

4. If you selected Comprehensive Distance Learning, you only have to enter information for the three parts under the heading Requirements for Comprehensive Distance Learning Operational Blueprint.
5. If you selected On-Site Learning or Hybrid Learning, you have to enter information for all sections under the heading Essential Requirements for Hybrid/On-Site Operational Blueprint and [submit online](#), including updating when you are changing the Instructional Model.

* **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. For Private Schools, completing this section is optional (not required). Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

1. Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.
Type your response here (take as much space as you need):
2. In completing this portion 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 flexibility or waiver.
Type your response here (take as much space as you need):
3. 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.
Type your response here (take as much space as you need):

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

ESSENTIAL REQUIREMENTS FOR HYBRID OR ON-SITE OPERATIONAL BLUEPRINT

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

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

Requirements of each section of the guidance are listed under their corresponding heading in the RSSL document. After each set of requirements, there is a prompt where you must enter the details of your On-Site or Hybrid plan that corresponds to that section.

Advisory Health Metrics for Returning to In-Person Instruction (Section 0 of the RSSL Guidance)

Requirements for 0a. RETURNING TO IN-PERSON INSTRUCTION

- Not later than the week of March 29, 2021 all public elementary schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green and yellow rows in the chart in Section 0b).
 - A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 5,

2021 and is using the week of March 29, 2021 to train staff for a return to in-person instruction.

- A general allowance will be provided if the school has a published calendar that shows they are not in session the week of March 29, 2021 and has communicated a plan to families and staff with a start date on or before the week of April 12, 2021 and is using the week of April 5, 2021 to train staff for a return to in-person instruction.
- A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health authority or the Oregon Health Authority to move to Comprehensive Distance Learning to address active transmission within a school.
- Any school not meeting this requirement will be reviewed and may result in loss of eligibility to receive state school funds or other enforcement as prescribed by Governor Brown's [Executive Order 21-06](#).
- Not later than the week of April 19, 2021 all public middle and high schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green row in the chart in Section 0b).
 - A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 26, 2021 and is using the week of April 19, 2021 to train staff for a return to in-person instruction.
 - A general allowance will be provided if the school has a published calendar that shows they are not in session the week of April 19, 2021 and has communicated a plan to families and staff with a start date on or before the week of May 3, 2021 and is using the week of April 26, 2021 to train staff for a return to in-person instruction.
 - A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health authority or the Oregon Health Authority to move to Comprehensive Distance Learning to address active transmission within a school.
 - Any school not meeting this requirement will be reviewed and may result in loss of eligibility to receive state school funds or other enforcement as prescribed by Governor Brown's [Executive Order 21-06](#).
- The requirement to offer On-Site or Hybrid Instructional Models does not apply to virtual charter schools as defined in ORS 338.005 or a public school that has a permanent instructional model that is predominantly through online courses.
- Public schools may transition a portion or all of the school to Comprehensive Distance Learning when responding in partnership with a local public health authority or the Oregon Health Authority to control active transmission of COVID-19 in the school setting.
- Public schools may transition a portion or all of the school to Comprehensive Distance Learning when they are operating in a county whose metrics place it in the operational status represented by the red row in the chart in section 0b. Public middle and high schools may transition a portion or all of the school to Comprehensive Distance Learning when they are operating in a county whose

metrics place it in the operational status represented by the red or yellow row in the chart in section 0b. When county trends are increasing, pause expansion of additional in-person learning and maintain access to current in-person learning for schools that have it in place. Schools are not advised to reduce in-person instruction or revert to Comprehensive Distance Learning based on county metrics if the school can demonstrate the ability to limit transmission in the school environment.

- If your public or private school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics; that is, an elementary school in a county that is not in the On-Site or Hybrid (green) row or the Elementary On-Site or Hybrid (yellow) row or a middle or high school in a county that is not in the On-Site or Hybrid (green) row (Section 0b); the school must offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID. This resource is available to all schools in Oregon. [See guidance from the Oregon Health Authority.](#)
 - Schools required to offer access to this program will have two-weeks to be registered, trained, and administering the program when, or if, metrics change in their county in a way that makes this program a requirement.
 - The metrics found in the 0b Section of RSSL are what determines if a school is required to offer the program.
 - The school testing program offers an additional risk-mitigation strategy that is relatively low-burden and can help offset impacts of operating when community spread is higher even if school transmission is low/absent and RSSL protocols are firmly in place. This requirement applies anytime a school is operating in an Instructional Model that is not aligned with the county metrics case data. This is true whether your school began operating in August/September, or took a pause, or opened on January 4, or is just opening for the first time.
 - The testing program is for students in grades kindergarten and up and school staff. The program does not include early learning programs.
 - Registering for the testing program includes a self-attestation that the program will be offered. Please accept the responsibility to offer the program when you register.
- If your school is operating an On-Site or Hybrid Instructional Model, the school also must provide a distance learning option for students and families that choose to remain off-site. For schools and districts that are required to comply with all sections (0-8) and supplements to this guidance, the remote option must comply with the requirements of the Comprehensive Distance Learning Instructional Model. The school or district may determine the most beneficial way to staff this option, through partnership with other schools or ESDs or with staff who may be at more risk from COVID-19 or through other means.
- All public and private schools are required to keep their Operational Blueprint up-to-date on [ODE's website](#) and to submit weekly "[Status Reports](#)" that provide essential information regarding how many students are served in person in the implementation of this metrics framework.

Plan Details for 0a.

- Please state which of the three scenarios above describes your school and then detail how your plan meets that requirement – **In-person Instruction K-12**

For Site Specific Plans, Refer To School Blueprints:

Abraham Lincoln Elementary
Griffin Creek Elementary
Hoover Elementary
Howard Elementary
Jackson Elementary
Jacksonville Elementary
Jefferson Elementary
Kennedy Elementary
Lone Pine Elementary
Oak Grove Elementary
Roosevelt Elementary
Ruch Outdoor Community School
Washington Elementary
Wilson Elementary

Hedrick Middle School
Mcloughlin Middle School

Central Medford HS
North Medford HS
South Medford HS

Medford Online Academy
Jackson County B2B Residential
Jackson County JDEP

Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements		Hybrid/Onsite Plan
☑	Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g) . OSHA has developed a risk assessment template.	Risk Assessment
☑	Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.	Reopening FAQ: District Standards For COVID Prevention:
☑	<p>Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit.</p> <ul style="list-style-type: none"> ○ Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). ○ OSHA has developed a sample infection control plan. 	Communicable Disease Prevention Plan:
☑	Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs	<p>Elementary</p> <p>Abe Lincoln - Rachel Frison Griffin Creek - Sarah Costa Hoover - Sandy Holman Howard - Jennifer Snow Jackson - Marisa Poling Jacksonville - Shelly Inman Jefferson - Brad Smith Kennedy - Lori Higgins Lone Pine - Gerry Flock Oak Grove - Jay Preskenis Roosevelt - Megan Young Ruch - Julie Barry Washington - Sallie Johnson</p>

		<p>Wilson - Charity Macleod</p> <p><u>Middle School</u> Hedrick - Beth Anderson McLoughlin - Kelly Soter</p> <p><u>High School</u> Central - Daye Stone North - Dan Smith South - Donnie Frazier</p> <p><u>Medford Online Academy</u> - Wendy Ross Shelby Moffit</p> <p>In addition to the school COVID-19 contacts, sites have established COVID-19 safety teams to provide multiple options for feedback and to address COVID-19 concerns in a timely and thoughtful manner.</p>
<input checked="" type="checkbox"/>	<p>Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.</p>	<p><u>MSD COVID-19 Safety Feedback Form:</u></p> <p>Or</p> <p><u>msd.communications@medford.k12.or.us</u></p>
<input checked="" type="checkbox"/>	<p>Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</p>	<p><u>Jackson County Public Health (JCPH):</u> Bonnie Simpson</p> <p><u>MSD School Nurses</u> Lisa McEntire Tiffany Bass Ruth McMonagle Angela McAllister Candace Puhl Rachelle Berryhill Stacie Folin</p> <p>MSD reviews local, state and national evidence/research to inform our plans and conversations in the daily pandemic planning team meetings.</p>
<input checked="" type="checkbox"/>	<p>Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</p>	<p>In addition to the training conducted at the beginning of the school year, we are using the OSHA training modules, providing virtual instruction, a “train the trainer” approach for sites. Resources are also made readily available through a robust communication plan and the MSD website to keep staff trained and informed.</p> <p>MSD Learning Model/COVID Response:</p>

		https://www.medford.k12.or.us/Page/5952
<input checked="" type="checkbox"/>	Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	Natalie Hurd contacts Bonnie Simpson at Jackson County Public Health for next steps.
<input checked="" type="checkbox"/>	Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.	We increased our custodial staffing levels to accommodate the need for custodians whose primary duties and responsibilities are to disinfect campuses. We have assessed all campuses and mapped out the high contact surfaces specific to each site. MSD has increases the frequency of cleaning and disinfecting of high contact surfaces (tables, doorknobs, light switches, countertops, handles, handrails, desks, tables, phones, keyboards, toilets, faucets, sinks, elevator buttons, drinking fountains, playground equipment, etc.)
<input checked="" type="checkbox"/>	Process to report to the LPHA any cluster of any illness among staff or students.	Natalie Hurd contacts Bonnie Simpson at Jackson County Public Health for next steps.
<input checked="" type="checkbox"/>	Protocol to cooperate with the LPHA recommendations.	The MSD works closely with LPHA on a daily basis via both email and phone.
<input checked="" type="checkbox"/>	Provide all logs and information to the LPHA in a timely manner.	MSD cooperates at all times to provide tracing logs in a timely manner.
<input checked="" type="checkbox"/>	Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).	Screening Webpage Screening of MSD staff and students starts at home. We have messaged to staff and parents the importance of adequate and frequent screening and provided the signs and symptoms for situational awareness. Staff and students are encouraged to stay home if they are sick and go home if they become sick. Our bus drivers and site staff conduct visual screenings during pick up and drop off. Site staff, teachers and nurses have access to “no touch” thermometers for additional symptoms based screening when necessary. Our teachers will also discuss the signs and symptoms with students and encourage them to self-screen when possible.
<input checked="" type="checkbox"/>	Protocol to isolate any ill or exposed persons from physical contact with others.	Each site has established an isolation room separate from their health rooms so that normal health room services can continue. Students exhibiting signs of COVID-19 are moved to the isolation room where they can be isolated from other students, but still supervised. Their parent/guardians are called

		and upon arrival the student is escorted out of the building so that no unnecessary personnel need to enter the building.
☑	Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance).	The MSD communication team partners with site leadership and communicates COVID activity to staff, the community, and other stakeholders as necessary.
☑	<p>Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.</p> <ul style="list-style-type: none"> If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. If a student(s) is not part of a stable cohort, then an individual student log must be maintained. 	<p>Teachers log students in via our Synergy attendance system and separately keep track of adults who are in the room/interacting with the cohort for longer than 15 minutes.</p> <p>Our transportation team tracks ridership on the buses.</p> <p>Nurses keep a log of all students they come in contact with who are exhibiting COVID-like systems and how long they are in contact with them.</p> <p>We have a district-wide tracking system that tracks all positive staff and students as well as those quarantined as close contacts.</p>
☑	<p>Required components of individual daily student/cohort logs include:</p> <ul style="list-style-type: none"> Child's name Drop off/pick up time Parent/guardian name and emergency contact information All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student 	MSD Contact Tracing Log
☑	<p>Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p> <ul style="list-style-type: none"> See supplemental guidance on LPHA/school partnering on contact tracing. Refer to OHA Policy on Sharing COVID-19 Information 	Logs will be kept on site, and electronically or physically at the front office.
☑	Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	Itinerant staff tracks their time and schools and minimizes unnecessary visits to the fullest extent.

☑	Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.	<p>COVID Exposure Flow Chart</p> <p>The MSD works shoulder to shoulder with LPHA to determine response steps following a COVID-19 positive case. The MSD employs the necessary resources for cleaning and disinfecting.</p>
☑	Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system.	The MSD communications department reports all required information to ODE.
☑	Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).	We work closely with our LPHA partners to determine the appropriate response to a potential outbreak. While time is of the essence, it has proven necessary to let the process work and the situation develop so that we can respond based on facts and with an appropriate strategy. We have a variety of tools and methods that we can leverage throughout a response such as closure, relocation, disinfecting, tracing, etc. Communication is critical throughout the process.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.	<p>Special education providers will provide instruction through in person learning following all cohorting guidelines. Special education instruction and supports may also be provided through our online platform on days not in person, or via online academy for students who do not wish to return to in person learning.</p> <p>If the online academy does not meet an individual students needs as described on their IEP, the team will meet to determine how to continue comprehensive distance learning and remain connected to their current classroom and school.</p> <p>Students in our self-contained classrooms will return to in person learning at the same rate as their grade level peers unless a re-entry plan is determined necessary. More l person learning will be provided to students</p>

		<p>who are not showing progress from asynchronous learning days.</p> <p><u>OTHER HIGH RISK POPULATIONS:</u> The District will screen students based on factors that present barriers to learning to determine identifying students for priority consideration to access in person instruction. While IEP needs, limited English proficiency, and McKinney-Vento status may be a minor factor, the priority considerations also include whether a student can independently access online instruction at home, whether the student is able to communicate teachers and other providers, can the student independently use embedded universal accommodations found on Chromebooks or online curriculum, and ultimately whether the student is two or more years below grade level in reading and math.</p>
<p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p>		
<input checked="" type="checkbox"/>	<p>All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. 	<p>All students will have the opportunity to attend hybrid learning with nursing services as needed.</p> <p>Students who are unable to attend due to medical concerns, will enroll in our online academy. For any medically complex, fragile, or nursing dependent student (based on medical information) on an IEP or 504, who is unable to have their individual needs met from our online academy, homebound instruction will be provided.</p> <p>Students placed in programs outside of the district will follow protocols established by the local ESD.</p>
<input checked="" type="checkbox"/>	<p>Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid</p>	<p>Acknowledged.</p>

<input checked="" type="checkbox"/>	<p>Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: 	<p>Acknowledged.</p>
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	<p>General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</p>	
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1c. PHYSICAL DISTANCING

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Elementary Level: Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.	The facilities team conducted a Physical Distancing Space Analysis to determine capacity of all sites and spaces within the existing COVID-19 precautionary measures.
<input checked="" type="checkbox"/>	<p>Middle and High School Level when at a county case rate of <200 (green level on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.</p> <ul style="list-style-type: none"> ○ If schools have met the requirements and begun operating, and then metrics move to a more restrictive threshold (yellow or red), schools are not required to shift from operating with 3 feet of physical distance to 6 feet of physical distance. A Local Public Health Authority (LPHA), in partnership with the school and district leadership, may call for a shift in physical distancing requirements, including in response to an outbreak or transmission within the school. 	The facilities team conducted a Physical Distancing Space Analysis to determine capacity of all sites and spaces within the existing COVID-19 precautionary measures.
<input checked="" type="checkbox"/>	Middle and High School Level when at a county case rate of ≥ 200 (yellow and red levels on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 6 feet between students to the maximum extent possible.	The facilities team conducted a Physical Distancing Space Analysis to determine capacity of all sites and spaces within the existing COVID-19 precautionary measures.
<input checked="" type="checkbox"/>	All Levels: Support physical distancing in all daily activities and instruction, maintaining 6 feet between staff at all times and 6 feet between staff and students to the maximum extent possible.	Planning for COVID-19 preventative measures has been integrated into our preparation process for all activities and events.
<input checked="" type="checkbox"/>	<p>Consider physical distancing requirements when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Additional space for entry, exit, and movement within classroom should be considered. This also applies for professional development and staff gatherings.</p> <ul style="list-style-type: none"> ○ Within this design, consider minimum space for educators to have their own space in the learning environment and allow for the educator to move through 	The facilities team conducted a Physical Distancing Space Analysis to determine capacity of all sites and spaces within the existing COVID-19 precautionary measures.

	the room efficiently and carefully while maintaining 6 feet of physical distance between the educator and the student to the maximum extent feasible.	
<input checked="" type="checkbox"/>	Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.	We have physically distanced all spaces, posted signage and floor marks throughout campuses.
<input checked="" type="checkbox"/>	Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	Acknowledged. We will do this to the fullest extent possible.
<input checked="" type="checkbox"/>	Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	Students who need additional support in learning how to maintain physical distancing requirements will be provided with explicit instruction and modeling. Positive reinforcement will be used to recognize appropriate behavior rather than punitive discipline. If needed, accommodations will also be made for additional options.
<input checked="" type="checkbox"/>	Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Return to Work Safety Guide All meetings are set up to accommodate physical distancing, discretion is exercised on necessity, and remote options are used when feasible.

1d. COHORTING

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Establish stable cohorts: <ul style="list-style-type: none"> - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. 	We establish cohorts at the smallest level possible.
<input checked="" type="checkbox"/>	Each school must have a system for daily logs to ensure contact tracing among the cohort(s) (see section 1a).	Schools will use synergy attendance to keep daily logs for cohorting and contact tracing.

<input checked="" type="checkbox"/>	Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	We minimize exposure by cohorting to the fullest extent possible.
<input checked="" type="checkbox"/>	Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	In addition to our increased disinfection of high contact surfaces throughout the district, we have also pre-positioned spray bottles with an E.P.A. registered disinfecting agent and a microfiber cloth in all classrooms and other spaces throughout the district so that staff can assist with wiping down frequently touched surfaces throughout the day. The front offices have been provided Clorox wipes for the same purpose.
<input checked="" type="checkbox"/>	Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.	Acknowledged.
<input checked="" type="checkbox"/>	Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Acknowledged.
<input checked="" type="checkbox"/>	Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.	Acknowledged.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.	Acknowledged.
<input checked="" type="checkbox"/>	Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing	MSD has a thorough training plan using multiple mediums to keep staff trained and informed.

	handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the Ready Schools, Safe Learners guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.	
<input checked="" type="checkbox"/>	Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e).	Complete.
<input checked="" type="checkbox"/>	Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. • OSHA has developed a model notification policy. 	The MSD uses its mass messaging system to communicate with affected communities when a new case is diagnosed in the school community as well as other necessary communication channels and means. The MSD follows JCPH recommendations on who to notify and when. All staff are notified if there is a case affecting their school community and all case numbers are kept on our COVID dashboard at www.medford.k12.or.us/COVID .
<input checked="" type="checkbox"/>	Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.	The MSD uses its mass messaging system to communicate with affected communities when a new case is diagnosed in the school community as well as other necessary communication channels and means. See box above.
<input checked="" type="checkbox"/>	Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.	MSD uses training, access to resources and communication to keep our staff, students and community partners vigilant and aware of the best practices and current precautionary measures.
<input checked="" type="checkbox"/>	Provide all information in languages and formats accessible to the school community.	The MSD always translates messages into appropriate languages via translators in its Federal Programs Department.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms 	<p>Staff will be trained in visual screening and will isolate any students or staff with COVID symptoms. MSD Staff will work in conjunction with school nurses to identify COVID symptoms, isolate, and then send home anyone who may have COVID-19. We will be sending messages home to families and staff at the start of in-person instruction educating them on COVID symptoms and telling them to stay home if they're sick.</p>
<input checked="" type="checkbox"/> Screen all <i>elementary grade</i> students for symptoms on-site every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. <i>Secondary students must also be screened every day. This can be done off-site, prior to coming to school.</i>	<p>Screening of MSD staff and students will start at home. We have messaged to staff and parents the importance of adequate and frequent screening and provided the signs and symptoms for situational awareness. Staff and students are encouraged to stay home if they are sick and go home if they become sick. Our bus drivers and site staff will conduct visual screenings during pick up and drop off. Site staff, teachers and nurses will have access to “no touch” thermometers for additional symptoms based screening when necessary. Our teachers will also discuss the signs and symptoms with students and encourage them to self-screen when possible.</p> <p>Screening Webpage</p>
<input checked="" type="checkbox"/> Staff members can self-screen and attest to their own health, but regular reminders of the	<p>Acknowledged.</p>

	<p>importance of daily screening must be provided to staff.⁴</p> <ul style="list-style-type: none"> - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” - Additional guidance for nurses and health staff. 	
<input checked="" type="checkbox"/>	<p>Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.</p>	<p>We work closely with our LPHA on all of our response protocols.</p>
<input checked="" type="checkbox"/>	<p>Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide.</p>	<p>Acknowledged.</p>
<input checked="" type="checkbox"/>	<p>Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p>We have placed hand sanitizer at all entrances.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	<p>Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. 	<p>Visitors to schools will be strictly limited and on an as need basis after thorough screening.</p>

⁴ Self-screening of adult staff members can be efficient but also problematic if not held to the highest of standards and building a culture where staff don’t sign-in when they have symptoms that should have them staying or working from home.

<input checked="" type="checkbox"/>	<p>Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide</p>	<p>MSD employees will staff entrances and screen visitors thoroughly with visual scans and questions:</p> <p>Do you have any COVID symptoms? Have you been exposed to someone with COVID recently?</p> <p>We offer PPE if they arrive without it.</p> <p>If a visitor is exhibiting symptoms or refuses to wear a mask, we offer the option of a follow-up meeting via phone or Zoom and refer them to a health care professional.</p> <p>Masks are mandatory on all school campuses.</p> <p>Visitors must log in to the visitor kiosk.</p>
<input checked="" type="checkbox"/>	<p>Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p>	<p>Hand sanitizer is prepositioned at all entrances. It is an MSD expectation that all visitors wash their hands upon arrival.</p>
<input checked="" type="checkbox"/>	<p>Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the Ready Schools, Safe Learners guidance.</p>	<p>It is an expectation that all visitors follow MSD's safety - precautionary measures.</p>

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

	<p>OHA/ODE Requirements</p>	<p>Hybrid/Onsite Plan</p>
<input checked="" type="checkbox"/>	<p>Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</p>	<p>MSD provides face masks for all.</p>
<input checked="" type="checkbox"/>	<p>Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.</p>	<p>Face masks are required for all staff, students and visitors. Shields are not an appropriate substitute for masks outside of the listed exceptions in our COVID prevention standards located at www.medford.k12.or.us/COVID.</p>

<input checked="" type="checkbox"/>	<p>Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.</p>	<p>Face masks are required for all staff, students and visitors. Shields are not an appropriate substitute for masks outside of the listed exceptions.</p>
<input checked="" type="checkbox"/>	<p>Face coverings should be worn both indoors and outdoors, including during outdoor recess.</p>	<p>This is an MSD standard and expectation.</p>
<input checked="" type="checkbox"/>	<p>Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p> <ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> o Students must not be left alone or unsupervised; o Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering; • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. 	<p>This is an MSD standard and expectation.</p>
<input checked="" type="checkbox"/>	<p>Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. 	<p>MSD nurses are provided all PPE they need to serve in the COVID-19 environment.</p> <p>Face masks refer to medical-grade face masks in this document. RNs and other healthcare providers should refer to OHA for updated information.</p>
<p>Protections under the ADA or IDEA</p>		
<input checked="" type="checkbox"/>	<p>If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p>	<p>This is an MSD standard and expectation.</p>

	<ul style="list-style-type: none"> • Offering different types of face coverings and face shields that may meet the needs of the student. • Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised. • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease. • Additional instructional supports to effectively wear a face covering. 	
<input checked="" type="checkbox"/>	<p>For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts must not deny any in-person instruction.</p>	<p>MSD teams review student 504s/IEPs, Care Plans and medical accommodations and include amendments as needed to allow students to continue on site learning.</p>
<input checked="" type="checkbox"/>	<p>Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.</p> <ul style="list-style-type: none"> • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments. 2. Not make placement determinations solely on the inability to wear a face covering. 3. Include updates to accommodations and modifications to support students in plans. • For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student’s 504/IEP plan included supports/goals/instruction for behavior or social 	<p>Acknowledged.</p>

	<p>emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.</p> <p>3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.</p>	
<input checked="" type="checkbox"/>	<p>For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p>	<p>When a student is unable to consistently wear a face covering and is not identified as a student eligible for special education or a 504, the School Level Team will meet and review information to determine if this may be evidence for a need to evaluate or a need for a 504.</p>
<input checked="" type="checkbox"/>	<p>If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<p>HR works with the staff members on accommodations through statutory and other processes such as ADA, Emergency FMLA, etc. in order to support staff while balancing the needs of students.</p>

1i. ISOLATION AND QUARANTINE

	OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	<p>Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p>	<p>Sick students are isolated away from the health rooms and in proximity to the front office or an area where adequate supervision can be provided.</p> <p>If two or more students present COVID-19 symptoms at the same time, they will be isolated at once. If separate rooms are not available, we ensure that six feet of distance is maintained. We do not assume they have the same illness.</p>
<input checked="" type="checkbox"/>	<p>Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide.</p> <ul style="list-style-type: none"> Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be 	<p>MSD Staff (including nurses) work together to screen for COVID symptoms and determine which students need isolated and sent home.</p>

	<p>isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.</p> <ul style="list-style-type: none"> • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff for providing care to students with complex needs. 	
<input checked="" type="checkbox"/>	<p>Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> • School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual shall wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear 	<p>This is an MSD standard and expectation.</p>

	<p>explanation of procedures, including use of PPE and handwashing.</p>	
<input checked="" type="checkbox"/>	<p>Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p>	<p>Acknowledged.</p>
<input checked="" type="checkbox"/>	<p>Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools."</p>	<p>This is an MSD standard and expectation.</p>
<input checked="" type="checkbox"/>	<p>Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p>	<p>MSD nurses staff with expertise are heavily involved in the development of protocols and the assessment of symptoms.</p>
<input checked="" type="checkbox"/>	<p>Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	<p>The MSD tracks all quarantines.</p>
<input checked="" type="checkbox"/>	<p>The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</p>	<p>A remote learning option for students needing to be temporarily off-site for quarantine is a part of the MSD instructional model.</p>

Facilities and School Operations

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

2a. ENROLLMENT

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.	Acknowledged.
<input checked="" type="checkbox"/>	<p>The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:</p> <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student’s actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. 	<p>MSD has established student enrollment procedures at each school site. Enrollment for students will be determined by their first day of enrollment and attendance. MSD has procedures for student enrollment and student records request transfers.</p> <p>MSD employs a child find system to locate students who should be in attendance or have transferred to another district.</p>
<input checked="" type="checkbox"/>	If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.	Student care calls, letter notification and a home visitation system is in place. MSD contracts with the A2A notification system for secondary schools. In addition, equity teams are in place for problem solving connectivity issues with students and families.
<input checked="" type="checkbox"/>	When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of	MSD has established procedures for student enrollment and student records requests for both new students as well as students who have moved or transferred into the District.

	the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.	
<input checked="" type="checkbox"/>	Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	Student attendance codes reflect the situation and access to school resources is provided. Participation is reflected electronically as well.
<input checked="" type="checkbox"/>	When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.	Acknowledged.
<input checked="" type="checkbox"/>	When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	MSD has attendance codes in place to meet this requirement.

2b. ATTENDANCE

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	MSD has daily attendance procedures in place.
<input checked="" type="checkbox"/>	Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	MSD has daily period attendance procedures in place.
<input checked="" type="checkbox"/>	Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.	MSD has both attendance codes and a participation code to reflect alternative attendance for students engaging in work separate from daily attendance.
<input checked="" type="checkbox"/>	Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning	MSD has both daily attendance procedures in place for elementary and period attendance procedures for secondary schools.

	requirements for checking and reporting attendance.	
<input checked="" type="checkbox"/>	Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	An attendance letter has been sent to all families explaining the expectations and the reasons for student absence.

2c. TECHNOLOGY

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance).	Most MSD staff and students have a device assigned or checked out to the individual rather than sharing equipment. All students are offered a Chromebook. For any device that comes back into our possession, we mark it with a label as returned and placed in a designated return area. We also use district provided disinfectant (66) spray on microfiber cloths and then wipe the device down while wearing appropriate PPE.
<input checked="" type="checkbox"/>	Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	MSD has a return protocol that meets physical distancing requirements.
<input checked="" type="checkbox"/>	If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	Acknowledged.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.	MSD has messaged to staff the importance of hand washing, provided the necessary resources via access to soap, water and hand sanitizer and we have created a system for sites/departments to order signage reinforcing the importance of hand washing for all staff, students and visitors.
<input checked="" type="checkbox"/>	Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	Acknowledged.

<input checked="" type="checkbox"/>	Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.	Acknowledged.
<input checked="" type="checkbox"/>	Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	Acknowledged.
<input checked="" type="checkbox"/>	Personal Property: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).	Acknowledged.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	Acknowledged.
<input checked="" type="checkbox"/>	Create schedule(s) and communicate staggered arrival and/or dismissal times.	Acknowledged.
<input checked="" type="checkbox"/>	Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance).	Acknowledged.
<input checked="" type="checkbox"/>	Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> Eliminate shared pen and paper sign-in/sign-out sheets. Ensure hand sanitizer is available if signing children in or out on an electronic device. 	Acknowledged.
<input checked="" type="checkbox"/>	Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	We have hand sanitizer dispensers at all main entrances and throughout the schools. They will be added to other high traffic areas as needed.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Seating: Rearrange student desks and other seat spaces so that students' physical bodies are at least 3 feet apart; or at least 6 feet apart, as required in section 1c; assign seating so students are in the same seat at all times. Where possible, face all desks in same direction or have students sit on only one side of tables.	Acknowledged.
<input checked="" type="checkbox"/>	Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.	Acknowledged.
<input checked="" type="checkbox"/>	Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	Acknowledged.

2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).	Signage was posted and MSD playgrounds were closed following the outbreak response. Once the City opened their parks, we adjusted our signage and opened the playgrounds back up.
<input checked="" type="checkbox"/>	After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.	Acknowledged.
<input checked="" type="checkbox"/>	Before and after using playground equipment, students must wash hands with soap and water	Acknowledged.

	for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.	
<input checked="" type="checkbox"/>	Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance .	Acknowledged.
<input checked="" type="checkbox"/>	Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance).	Acknowledged.
<input checked="" type="checkbox"/>	Maintain physical distancing requirements, stable cohorts, and square footage requirements.	Acknowledged.
<input checked="" type="checkbox"/>	Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	Acknowledged.
<input checked="" type="checkbox"/>	Design recess activities that allow for physical distancing and maintenance of stable cohorts.	Acknowledged.
<input checked="" type="checkbox"/>	Clean all outdoor shared equipment at least daily or between uses as much as possible in accordance with CDC guidance .	Acknowledged.
<input checked="" type="checkbox"/>	Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.	Acknowledged.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Maintain 6 feet of physical distancing when masks cannot be worn, including when eating.	MSD has eating plans that allow for 6' of physical distancing.
<input checked="" type="checkbox"/>	Include meal services/nutrition staff in planning for school reentry.	We have worked closely with our food service provider to provide meals throughout the

		summer and in planning for food operations to continue at each location when students return.
<input checked="" type="checkbox"/>	Prohibit self-service buffet-style meals.	This is an MSD standard and expectation.
<input checked="" type="checkbox"/>	Prohibit sharing of food and drinks among students and/or staff.	This is an MSD standard and expectation.
<input checked="" type="checkbox"/>	At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain 6 feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.	This is an MSD standard and expectation.
<input checked="" type="checkbox"/>	Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the Ready Schools, Safe Learners guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.	Serving staff wear face coverings.
<input checked="" type="checkbox"/>	Students and staff must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.	Students will wash their hands before meals.
<input checked="" type="checkbox"/>	Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).	Spaces will be cleaned and disinfected appropriately following meals.
<input checked="" type="checkbox"/>	Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.	Spaces will be cleaned and disinfected appropriately following meals.
<input checked="" type="checkbox"/>	Adequate cleaning and disinfection of tables between meal periods.	Spaces will be cleaned and disinfected appropriately following meals.
<input checked="" type="checkbox"/>	Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.	Staff rooms are available only to grab and go items stored in refrigerators and to use pod-type coffee makers. Staff are discouraged from congregating in common areas and meal consumption will be in individual classrooms, offices and outdoor spaces where adequate distance is achievable. Staff break rooms are physically distanced.

2i. TRANSPORTATION

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Include transportation departments (and associated contracted providers, if used) in planning for return to service.	We have worked closely with our transportation provider in planning for transportation services.
<input checked="" type="checkbox"/>	Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance).	Buses will be disinfected between routes.
<input checked="" type="checkbox"/>	Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.	This is an MSD standard and expectation.
<input checked="" type="checkbox"/>	<p>Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.</p> <ul style="list-style-type: none"> - If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> o The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. o The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. - If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> o If transporting for dismissal and the student displays an onset of symptoms, notify the school. 	This is an MSD standard and expectation.
<input checked="" type="checkbox"/>	Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.	Our Special Education Department works directly with parents/guardians to ensure additional supports are provided as needed and they will work directly with our transportation provider to immediately put the supports into place.

<input checked="" type="checkbox"/>	Per federal guidance, drivers must wear properly fitting face coverings at all times. A face shield or goggles may be worn to supplement a properly fitting face covering. Please refer to the CDC order .	Drivers will wear face coverings.
<input checked="" type="checkbox"/>	Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).	This will be done through multiple channels of communication.
<input checked="" type="checkbox"/>	Face coverings for all students, applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings. This prevents eating while on the bus.	Face coverings are required for all students in accordance with the guidance.
<input checked="" type="checkbox"/>	Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.	Buses are ventilated to the maximum extent possible and routes are designed for the shortest durations possible.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.	This is an MSD standard and expectation.
<input checked="" type="checkbox"/>	Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.	Acknowledged.
<input checked="" type="checkbox"/>	Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance .	This is an MSD standard and expectation.
<input checked="" type="checkbox"/>	Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	This is an MSD standard and expectation.

<input checked="" type="checkbox"/>	<p>To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</p>	<p>MSD cleaning and disinfecting agents are on the EPA's approved list.</p>
<input checked="" type="checkbox"/>	<p>Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)</p>	<p>MSD has increased run times, maximized fresh air intake percentages and upgraded to MERV 13 filters.</p>
<input checked="" type="checkbox"/>	<p>Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.</p>	<p>This is an MSD standard and expectation.</p>
<input checked="" type="checkbox"/>	<p>All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.</p>	<p>Acknowledged.</p>
<input checked="" type="checkbox"/>	<p>Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</p>	<p>Acknowledged.</p>
<input checked="" type="checkbox"/>	<p>Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</p>	<p>MSD has increased run times, maximized fresh air intake percentages and upgraded to MERV 13 filters.</p>
<input checked="" type="checkbox"/>	<p>Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).</p>	<p>This is an MSD standard and expectation.</p>
<input checked="" type="checkbox"/>	<p>Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society</p>	<p>Acknowledged.</p>

	of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	
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2k. HEALTH SERVICES

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.	School nurses have been involved in planning for a safe student return and reviewed blueprints. The MSD will continue to provide prevention-based education for all students and isolate those who are ill.
<input checked="" type="checkbox"/>	Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	This is an MSD standard and expectation.

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. Fire drills must be conducted monthly. Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. Safety threats including procedures related to lockdown, lockout, shelter in 	Acknowledged.

	place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.	
<input checked="" type="checkbox"/>	Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.	Acknowledged.
<input checked="" type="checkbox"/>	When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.	Acknowledged.
<input checked="" type="checkbox"/>	Drills shall not be practiced unless they can be practiced correctly.	Acknowledged.
<input checked="" type="checkbox"/>	Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.	Acknowledged.
<input checked="" type="checkbox"/>	If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).	Acknowledged.
<input checked="" type="checkbox"/>	Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.	Acknowledged.

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

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.	Acknowledged.
<input checked="" type="checkbox"/>	Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.	Acknowledged.

<input checked="" type="checkbox"/>	Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.	Acknowledged.
<input checked="" type="checkbox"/>	Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.	Acknowledged.
<input checked="" type="checkbox"/>	Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.	Acknowledged.
<input checked="" type="checkbox"/>	Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.	Acknowledged.
<input checked="" type="checkbox"/>	Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.	Acknowledged.

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	<p>In accordance with ORS 339.291, ORS 339.300, and OAR 581-015-2556, if restraint or seclusion is used on a student, it must be imposed by personnel who are trained in approved restraint or seclusion programs, or by other personnel who are otherwise available in the case of emergency circumstance. Staff may engage in close contact (less than 6 feet of physical distance) with no more than two other individuals on a given day for the purposes of assessing physical skills associated with required training components of approved programs, under the following conditions:</p> <ul style="list-style-type: none"> ○ Only participants and trainers are allowed to be present for these sessions. ○ Participants and trainers must be screened for symptoms associated with COVID-19 prior to the start of each session. Anyone exhibiting symptoms, by visual screening or self-report, shall not participate in training at that time. ○ All participants and trainers must wash their hands immediately prior to and following direct physical contact with another person. 	Acknowledged.

	<ul style="list-style-type: none"> ○ All people in close contact for this purpose must wear: <ul style="list-style-type: none"> ▪ A surgical mask and face shield or follow CDC guidance to improve how your mask protects you. ▪ Gloves ▪ Strive to wear other PPE to the extent feasible, including a gown. ○ Minimize the amount of time training participants are within 6 feet of physical distance. For example: It is better to limit time within 6 feet to 5 and no more than 15 minutes and spacing back out before training on another practice than to be within 6 feet for a longer duration of time. ○ Maintain 6 feet at all other times not actively training at closer proximity. 	
<input checked="" type="checkbox"/>	Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the Ready Schools, Safe Learners guidance: Cleaning, Disinfection, and Ventilation).	Acknowledged.

Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Review the " Planning for COVID-19 Scenarios in Schools " toolkit.	Acknowledged.
<input checked="" type="checkbox"/>	Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Acknowledged.

3b. RESPONSE

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit.	Acknowledged.
<input checked="" type="checkbox"/>	Ensure continuous services and implement Comprehensive Distance Learning.	Acknowledged.
<input checked="" type="checkbox"/>	Continue to provide meals for students.	MSD will continue to provide meals for students.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements		Hybrid/Onsite Plan
<input checked="" type="checkbox"/>	Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit.	Acknowledged.
<input checked="" type="checkbox"/>	Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.	This is an MSD standard and expectation.
<input checked="" type="checkbox"/>	When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	This is an MSD standard and expectation.

ASSURANCES

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

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

This section does not apply to private schools.

Let us know whether statement 1 or statement 2 applies to your school plan by typing “Yes” after the prompt that follows the correct statement:

1. We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

Does statement 1 apply to your school? **Yes**

2. We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled “Assurance Compliance and Timeline” below.

Does statement 2 apply to your school? **No**

Assurance Compliance and Timeline

If a district/school cannot meet any of the requirements from the sections listed below, provide a plan and timeline to meet the requirement:

- Section 4: Equity
- Section 5: Instruction
- Section 6: Family, Community, Engagement
- Section 7: Mental, Social, and Emotional Health
- Section 8: Staffing and Personnel