Multnomah Educational Service District Functional Living Skills (FLS) Program

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE's **Ready Schools, Safe Learners** guidance, each school[1] has been directed to submit a plan to the district[2] in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the **_Ready Schools, Safe Learners_ guidance** document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,[3] parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Functional Living Skills Program, Multnomah Education Service District
Key Contact Person for this Plan	Melanie Hart
Phone Number of this Person	480-294-9022
Email Address of this Person	mhart@mesd.k12.or.us
Sectors and position titles of those who informed the plan	Aileah Carlson, FLS Nurse Christianne Hughes, FLS Teacher on Special Assignment Dana Orr - FLS high school teacher Noelle Birky, FLS SLP Jill Bennett, FLS middle school teacher Joni Tolon, MESD Program Coordinator

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[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.

	Lily Gullion, FLS OT
	Richard Wehring, MESD Facilities Director
	Todd Greaves, MESD Student Services Director
	Twila Stubblefield, FLS paraprofessional
	Melanie Hart, FLS Supervisor
Local public health office(s) or officers(s)	Multnomah County Health Department
	Multnomah ESD School Health Services
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Program wide: Melanie Hart
	Oliver Elementary: Greg Oliver, teacher
	Knott Creek Elementary: Leslie Freeman, teacher
	CMS FLS: Jill Bennett, teacher
	CHS FLS: Dana Orr, teacher
	Transition FLS: Christine Mace, teacher
Intended Effective Dates for this Plan	August 15, 2020 - June 30, 2021
ESD Region	Multnomah Education Service District

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.

> Stakeholder Surveys (June 2020) - respondents: parent: 28   staff: 20.
> Draft v1 Plan Published with Feedback Form (July 9, 2020)
> Draft v2 Plan Published with Feedback Form (August 3, 2020)
> Final Draft published - 17 August, 2020.

3. Indicate which instructional model will be used.

   Select One:

   ☐ **On-Site Learning**   ☐ **Hybrid Learning**   ☐ **Comprehensive Distance Learning**

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

On July 28, 2020, Oregon Department of Education released underlined guidance in coordination with the Oregon Health Authority and the Oregon Governor's office. This guidance provides specific state and county-wide metric requirements for in-person and/or hybrid instruction to occur. Until those metrics are met on a regional and state level, by necessity, we will provide instruction using Comprehensive Distance Learning. This means that we will begin the school year on (insert date) in distance learning mode. When OHA and ODE requirements are met in Multnomah County and Oregon, we will reach out to our stakeholders to determine the exact timeline for initiating the hybrid model after the indicators are met. Due to the logistics of a return to hybrid learning as outlined in our first draft, we anticipate a two week prep period between meeting the metrics benchmark, and the beginning of hybrid learning for students. This period of time will be occupied with preparing classroom spaces, working with district transportation departments to schedule student transportation, and working to ensure that staff are ready to support student and family needs, both in terms of learning, nutrition needs, mental health support, and other needs as identified through staff/family communication.

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.

Our goal is to transition to a hybrid/fully in person instructional model as soon as it is safe to do so and in alignment with the 28 July 2020 governor-mandated metrics as linked to above.These metrics support a return to in-person learning when the case rate ≤10 cases per 100,000 population in the preceding 7 days, and the state and county test positivity at or below 5% in the preceding 7 days for the past three weeks. Until then, we will be following the guidelines set forth by ODE for Comprehensive Distance Learning.

   Our Comprehensive Distance Learning (CDL) model will be loosely based on our model developed in the Spring, but with an increased alignment to standards, additional depth of instructional strategies and lessons, a greater focus on equity and additional support for families and students. Information about our Spring Distance Learning Model is available here. **Please consider this as representing distance learning planning as it existed in April, 2020,, and not as an example of CDL as it will be implemented in Fall, 2020.** Over the next couple of weeks we will be collaborating with our staff, students and families to fully address the needs of our students. Our finalized plan will be available on August 17th. This plan will address all the logistical details, based on ODE guidance, student need, capacity and stakeholder feedback.

In the meanwhile, we would like to highlight a few key areas of support.

Instruction:
Instructional minutes -
High school & Transition program - 2 hours, 50 minutes per day of teacher facilitated learning (real time/synchronous)
Upper elementary and Middle school (grades 4-8) - 2 hours, 30 minutes per day of teacher facilitated learning (real time/synchronous)
Kinder - Grade 3 - 2 hours, 20 minutes per day of teacher facilitated learning (real time/synchronous)

Real time or asynchronous: Based on ODE guidance, the FLS program will emphasize real time (synchronous) instruction for students, with minimum instructional time as noted above based on grade level.
This will be supplemented by asynchronous instruction that will look like: recorded sessions, materials for use at home that are prepared by staff and delivered to students with guidance for use from teachers, related service staff, and paraprofessionals.

Specially Designed Instruction/Special Education: As a program that exclusively serves students with complex and unique needs, the FLS program at MESD will continue to support our student's IEP goals, regardless of the delivery

platform. We understand that students learn best when they are able to access in-person instruction, and we are committed as an agency to provide that as soon as we are able. In the meantime, our teachers, related services staff, and paraprofessionals will support students across their goal domains in the most transparent and appropriate way as determined by each student's IEP. Staff will provide support for students and families to ensure that technological capacity is continually growing in support of student needs and IEP goals.

Mental Health Support: As a common understanding, the staff of the FLS program recognize that this dynamic and ever-changing landscape has exacted a toll on us all, and that can impact each of us in different ways. Many factors come to bear on our stress levels, including but not limited to stressors such as food insecurity, support network instability, unmet childcare needs, and difficulty accessing needed employment, income, or respite care.
   The FLS program is committed to supporting families as they navigate these difficulties, and the most important and effective way that we can do that is through relationship-building and regular communication between staff and families. Through these regular check-ins, needs can be identified, and resources sourced for families. In addition, general resources will be posted on social media such as the FLS facebook page. MESD has, in other programs, qualified mental health professionals (QMHPs), and as need is identified within our program, FLS staff are committed to accessing these resources to provide support for our FLS families.

Nutrition: Nutritional needs will be identified through communication with parents, and a delivery system not dissimilar to that in place in April-June 2020 will be implemented. This delivery system allowed for individual family support as needed. Based on communication with families and an assessment of the level of need, nutrition delivery could look like: Grab and Go bags available on a weekly basis, or grab and go bags delivered to families on a weekly basis.

Office Hours: Teachers will communicate available drop-in times for families during the back to school week. Melanie Hart, the FLS Supervisor, is always available either via 'phone or email. Contact information is at the outset of this document.

Communication:
   Communication with families will take place in multiple ways: back to school packets will be mailed to homes, teachers will communicate via established and preferred modes of communication (email, text, phone), and information will be shared on the FLS facebook page.

Training for Students/Staff:
   Staff trainings on the provision of effective synchronous (live/real time) instruction in the Comprehensive Distance Learning (CDL) model will take place during staff back to school week prior to student return. Student and family training will take place during the initial week of student return, and will be both provided as scheduled and posted trainings, as well as scheduled individually with the classroom staff according to specific family and student need.

Equity Focus:
   We are using the agency Equity Lens to support conversations and decision making as we develop and implement our plans.This lens supports our work in asking questions about people, place, power, process and plan, so we can act in a manner that maximizes diversity, inclusion, and equity.
   In order to ensure that all students have access to devices for their learning, FLS has purchased academic devices in order to ensure that 1:1 access for students. Trainings on the use of these devices will be available for students and families throughout the distance learning period, with particular focus on the back to school period in September.
   FLS staff will continue to ensure that families are able to access information regarding their student in their home language. Typically, this has been facilitated through translation services, and this will continue as a strategy. In addition, we are working to ensure that essential communications are translated into the home languages identified by our students and families.
    We have also initiated and engaged in dialogue with students, parents, and community partners to develop plans that are inclusive and responsive to the needs of our diverse students. Our hope and goal is to maintain, and further

strengthen, our partnership with culturally diverse and inclusive partners as we endeavor to provide high-quality and responsive services.

Privacy and Security:
    We are working with CTA to ensure that our digital platforms and filters comply with FERPA, COPPA, CIPA, and OSIPA laws.
    We are also developing plans in collaboration with CTA to ensure reliable Internet access for every student and every teacher. An additional strategy to ensure access is working with CTA to ensure that students have access to a gmail address, which has been a prerequisite for access to Google hangout, resources on Google drive. etc.

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.

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Timeline: The complete metrics guidelines as outlined by the governor on 28 July, 2020 are here. As a reference to check on the current status, the county-by-county metrics, updated on a weekly basis are available here.
Generally, the guidance determines that a return to a hybrid or in-person learning model will follow these guidelines:
• Schools must be in a county that is no longer in baseline phase to consider in-person instructional models.
County Metrics - metrics to be met three weeks in a row:
• Case rate: at or below 10 cases per 100,000 population in the preceding 7 days*
• Test positivity: at or below 5% in the preceding 7 days - and -
State Metric - **metric to be met three weeks in a row**
• Test positivity: at or below 5% in the preceding 7 days

    When the above criteria are met, the FLS program will communicate with all stakeholders, including families and staff, to advise them that planning for return has begun. Planning for return will take place over a two week period from the meeting of metrics to students attending in person learning. These two weeks will allow the program to complete needed tasks including the scheduling of student transportation with districts, the scheduling team meetings as needed, the provision of staff trainings to support a safe return to the classroom, and building in opportunities for staff to prepare classrooms and materials for the safe return of students.

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Below is a brief overview of timeline activities and due dates (some items were completed before date listed):
  ➢ June 18, 2020: Review Blueprint Template
  ➢ June 24, 2020: Schedule time with facilities to verify space measurements and to complete a "physical distancing" walk through of spaces
  ➢ June 24, 2020: Identify Core Planning Team that includes relevant stakeholders (Teacher, EA, CBO, Nurse).
  ➢ June 25, 2020: Meet with A&E facility staff
  ➢ June 29, 2020: Meet with Multnomah County Corrections Health
  ➢ June 29, 2020: Convene Core Planning Team to review asks

- ➤ June 29, 2020: Send Supply list to School Health for Ordering
- ➤ June 30, 2020: Check in with Coordinator to review school plan progress
- ➤ July 1, 2020: Share Initial DRAFT with Directors for feedback
- ➤ July 7, 2020: Engage Core Planning Team to review asks
- ➤ July 7, 2020: Community Based Organization Zoom Feedback Session
- ➤ July 8, 2020: Share DRAFT One with MESD Communications for publishing on website
- ➤ July 9, 2020: DRAFT One published on MESD website
- ➤ July 10 - 23, 2020: Share DRAFT One link plus feedback form with stakeholders. You may want to share via email or social media.
- ➤ Draft communications to facility re-reopening
- ➤ Draft communications to staff re-reopening
- ➤ July 23, 2020: Review stakeholder feedback form information
- ➤ July 23, 2020: Check in with Coordinators to review school plan progress
- ➤ August 2, 2020: Share DRAFT Two with Communications for publishing on website
- ➤ August 3, 2020: DRAFT Two published on MESD website
- ➤ August 7, 2020: Engage Core Planning Team for final review
- ➤ August 12, 2020: Submit Final Plan to Director of Student Services/Assistant Superintendent and Coordinators
- ➤ August 13, 2020: Director of Student Services share plans with Cabinet
- ➤ August 14, 2020: Coordinators submit plans to ODE and Multnomah County Health
- ➤ August 15, 2020: FINAL Plan published on MESD website
- ➤ September 1, 2020: First Day Back with Staff
- ➤ September 8, 2020: First Day Back with Students / School and Instruction Resumes

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT
This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Implement measures to limit the spreads of COVID-19 within the school setting. ☐ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☐ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☐ 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.	**Policies/Plans:** **As outlined in the Comprehensive distance learning section above, FLS staff and students will not be returning to a hybrid model until the metrics guidelines for Multnomah County have been met. Based on our current status in the county, this is not anticipated to occur until late fall. As a reference, county-by-county metrics are available here.** The MESD FLS program follows the MESD Communicable Disease Management Plan (link) as well as the Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority.

☐ Process and procedures 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.	The MESD FLS program also follows MESD Board Policies GBEB, JHCC and GBEB/JHCC-AR (link).
☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	**Key People:**
☐ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	COVID-19 Enforcement Lead: Melanie Hart - mhart@mesd.k12.or.us School Nurse Lead: Aileah Carlson Multnomah County Health:
☐ Process to report to the LPHA any cluster of any illness among staff or students.	https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCAL HEALTHDEPARTMENTRESOURCES/Documents/Multnomah.pdf
☐ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.	**Screening/Isolation:** *Visual screening of all students and staff is outlined in 1e.*
☐ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).	Visual screening of all students will take place during the morning check in. There will be one designated staff member at the designated access point to the classroom to visually screen each student for the primary
☐ Protocol to isolate any ill or exposed persons from physical contact with others.	symptoms of COVID-19. Screening will include a contactless check for elevated temperature, as well as a health status confirmation (written or verbal) from the guardian.
☐ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).	*Potentially symptomatic students will be isolated following guidance outlined in 1h.*
☐ 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. ● 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.	Potentially symptomatic students will be isolated as follows: Staff and students who report or develop symptoms will be isolated in the respective school nurse's office or designated space of the respective building. In the case of the Transition classroom at Ainsworth, the isolated individual will remain in the enclosed sensory space. The individuals will be monitored by our school nurse or the site school nurse until they are able to go home. For the transition classroom, a designee nurse will be assigned who will provide monitoring if the school nurse is unavailable due to ther itinerant obligations.
☐ Required components of individual daily student/cohort logs include: ● Child's name ● Drop off/pick up time ● Parent/guardian name and emergency contact information ● All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student	**Contact Tracing:** Contract tracing logs will be kept for each student/cohort and maintained on Google Drive in a transparent yet secure manner, with relevant stakeholders having access. These logs will be maintained by the staff responsible for screening on a daily basis, reviewed by the classroom teacher for accuracy at end of day, and reviewed by FLS supervisor weekly for accuracy and completeness.
☐ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	
☐ Process to ensure that 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.	**Outbreak plan:** The MESD Outbreak Protocol is outlined in section 3a.
☐ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).	

1b. HIGH-RISK POPULATIONS	
OHA/ODE Requirements	**Hybrid/Onsite Plan**
☐ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.	**Self Identification:** All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member. The guidance regarding criteria for this will be forthcoming from the state.
Medically Fragile, Complex and Nursing-Dependent Student Requirements	**Students:**
☐ 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: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.	All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins. ● Students who experience disability will continue to receive specially designed instruction. ● Students with language services will continue to receive English

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.

☐ 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:

- Communicate with parents and health care providers to determine return to school status and current needs of the student.
- Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
- Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
- The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
- Service provision should consider health and safety as well as legal standards.
- Work with an interdisciplinary team to meet requirements of ADA and FAPE.
- High-risk individuals may meet criteria for exclusion during a local health crisis.
- Refer to updated state and national guidance and resources such as:
  - US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
  - ODE guidance updates for Special Education. Example from March 11, 2020.
  - OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education'.
  - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

Language Development.

Staff:

HR input: This section will be guided by the state over the course of the summer.

*Plan includes classified and teachers self-identifying.

● All redeployed staff will have the option of taking FMLA, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options

● Redeployed classified staff members who have documented vulnerabilities will be assigned to on-line instructional support.

● Redeployed teachers who have documented vulnerabilities will be assigned to online primary instruction as lead teacher or supporting teacher per grade band.

Visitors/Volunteers:

Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. All essential personnel working with cohorts will be logged onto the daily log.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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. ☐ Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.	When the program returns to a hybrid model as determined by the county metrics -- CLASSES WILL BE SPLIT INTO A AND B GROUPS. ● A GROUPS WILL ATTEND MONDAY/TUESDAY ● B GROUPS WILL ATTEND THURSDAY/FRIDAY

☐ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☐ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☐ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	Site cleaning will occur between cohorts on Wednesday and on Friday after students leave for the day. Roster: **FLS Classroom at Knott Creek**: Occupancy for classroom has been set at up to 12 people allowing for adequate social distancing. Roster to be divided into 2 cohorts, with 4-5 students in each stable cohort, 1 teacher, and 5-6 paraprofessionals. Related service staff serving the classroom will be itinerant across the program **FLS Classroom at Olive**r: Classroom occupancy has been set at 14 people allowing for adequate social distancing. Roster to be divided into 2 cohorts, with 4-5 students in each stable cohort, 1 teacher, and 5-6 paraprofessionals. Related service staff serving the classroom will be itinerant across the program **FLS Classroom at CMS**: Classroom occupancy has been set at 12 people allowing for adequate social distancing. . Roster to be divided into 2 cohorts, with 4-5 students in each stable cohort, 1 teacher, and 5-6 paraprofessionals. Related service staff serving the classroom will be itinerant across the program. **FLS Classroom at CHS**: Classroom occupancy has been set at 14 people allowing for adequate social distancing. Roster to be divided into 2 cohorts, with 4-5 students in each stable cohort, 1 teacher, and 5-6 paraprofessionals. Related service staff serving the classroom will be itinerant across the program. FLS Classroom at Transition Ainsworth: Classroom occupancy has been set at 14 people allowing for adequate social distancing. Roster to be divided into 2 cohorts, with 4-5 students in each stable cohort, 1 teacher, and 5-6 paraprofessionals. Related service staff serving the classroom will be itinerant across the program.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☐ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance). ☐ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☐ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☐ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. ☐ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	**Transportation Cohort** ● This is a stable group of students each day. ● Stable groups can be varied by AM/PM route as needed. ● Updated contact-tracing logs are required for each run of a route. These logs will be made available to both the district stakeholders, and the MESD. **In-building cohorts** ● Students will be assigned a stable cohort within their classroom (two cohorts total per class roster).These stable cohorts will participate in class over two school days, with participation in online learning on days during which they did not attend school. **DIstance Learning Cohor**t: Distance learning cohort will be served by classroom teacher after dismissal of in-building Related Service Providers ●Related Service staff travel between FLS cohorts, logging their interactions on the contact log, and maintaining best practice guidelines as determined by the WHO to minimize risk. Services from related services will be transitioned to a consult model (providing support for classroom teams and families) as is appropriate.

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.
  ● Consider sharing school protocols themselves.
 	
☐ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.
  ● Consult with your LPHA on what meets the definition of "close contact."
 	
☐ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
☐ Provide all information in languages and formats accessible to the school community.
	A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their native language through print and electronically when available.
	
	Additional communication regarding protocols will be shared with families and staff in August prior to the start of on-site instruction.
	
	Updated routine communication will be shared with families at least monthly or as updated information is available throughout the school year.
	Critical and iImmediate communication with families will be implemented through the use of a phone communication system to direct families to important information and the MESD response to that information.
	Staff and community stakeholders will be alerted to important information and MESD response through email (staff), website (staff, families and community), and social media (staff, families, and community.

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows:
  ● Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.
  ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available from CDC.
  ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.
  ● Emergency signs that require immediate medical attention:
    o Trouble breathing
    o Persistent pain or pressure in the chest
    o New confusion or inability to awaken
    o Bluish lips or face
    o Other severe symptoms
 	
☐ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian.
  ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the *Ready Schools, Safe Learners* guidance) and sent home as soon as possible.
  ● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.
 	
☐ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.
☐ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from
	Arrival and Entry
	● Each student will be assigned an entrance point (i.e., a specific door) to the school building.
	● Student entry will be staggered with social distancing in effect, and visual cues supporting this distancing in place (tape/paint on floors 6 feet apart, signage, icons, etc).
	● Staff will be present at each entry point to visually screen students for symptoms.Assigned backup staff will be available as needed.
	● Breakfast in the classroom starts when all have arrived. Students must wash hands before breakfast.
	
	Screening Students Upon Entry
	● See above for entry routine.
	● Staff will be assigned to each entry door to visually screen.
	● When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDP (see section 1a).
	● Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands.
	● There are transportation specific screening protocols that must be followed. See section 2i for more information.
	
	Logging for Contact Tracing
	● Staff assigned to each entry door will need to maintain contact tracing logs with information about each student who entered and other students with whom they came in contact during entry. See 1A for more information on the completion and review of contact log.
	
	Screening Staff:
	● Staff are required to report when they may have been exposed to COVID-19. Report will be made to the school nurse, classroom point person, and supervisor.
	● Staff are required to report when they have symptoms related to COVID-19. Report will be made to the school nurse, classroom point person, and supervisor.Visitor
	● Staff members are not responsible for screening other staff

school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.	members for symptoms.
☐ 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.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. ☐ Visitors must wash or sanitize their hands upon entry and exit. ☐ Visitors must wear face coverings in accordance with local public health authority and CDC guidelines. ☐ Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. Essential visitors must wash or sanitize their hands upon entry and exit. Visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. All essential visitors **must be approved by the Program supervisor or designee with 24 hour's notice** as is feasible. **If there is a genuine emergency involving the health or well-being of a staff or student,** approval must be obtained from the classroom point person responsible for maintaining safe standards of practice. **Any visitor must be logged into the contact log,** with the accompanying signature of the supervisor, designee, or classroom person responsible for standard maintenance.

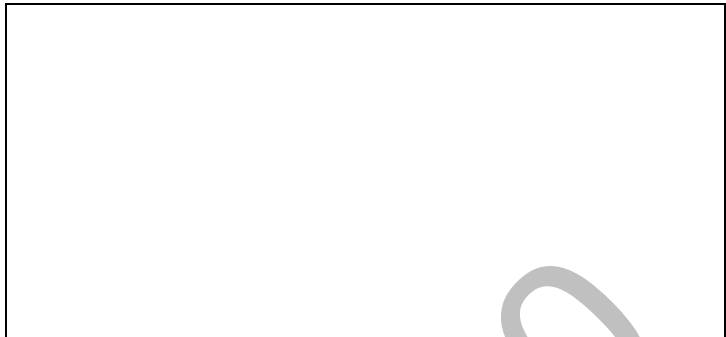### 1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Face coverings or face shields for:
  ● Staff who are regularly within six feet of students and/or staff
    ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact.
    ○ Staff who will sustain close contact and interactions with students.
  ● Bus drivers.
  ● Staff preparing and/or serving meals.
 	
☐ Face shields or clear plastic barriers for:
  ● Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.
  ● Front office staff.
 	
☐ Face coverings for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
☐ **Students who choose not to wear face coverings must be provided access to instruction.**
☐ **ADA accommodations:** If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.
	Classroom Staff: **Face coverings and face shields** have been ordered for all teachers, paraprofessionals, and related services staff.
	
	Transportation: Students served by the FLS program are transported by their respective districts. Each district will provide guidance and supplies to transportation staff to safely execute thor duties.
	
	Staff serving meals: MESD FLS staff will procure meals from the district staff responsible for meal preparation. District staff will be provided guidance and material support through their respective districts.
	
	As stated above, Speech Language Pathologists, Speech Language Pathologist Assistants, Occupational Therapists, Occupational Therapy Assistants, Physical Therapists, Physical Therapy Assistants, Assistive Technology Specialists, and all other Related Services staff will be provided both face shields and face coverings.
	
	School RNs will wear the appropriate PPE for their role.
	
	All students will be required to wear face coverings, except when medically not appropriate. Face coverings will be provided. Students will be provided instruction and support regardless of their use or non-use of coverings and other PPE.
	
	ADA accommodations: Staff who self-identify as needing an accomodation regarding coverings will contact MESD HR to gain that consent, and the FLS Supervisor will work with the individual to plan for a role that will minimise proximity to staff and students in the interest of safety and minimized opportunities for exposure.

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols 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.

☐ Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.
- Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.
- Consider required physical arrangements to reduce risk of disease transmission.
- Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.

☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
- School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
- If able to do so safely, a symptomatic individual should wear a face covering.
- To reduce fear, anxiety, or shame related to isolation, provide clear explanation of procedures, including use of PPE and handwashing.

☐ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.

☐ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.
- Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.
- If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
  - o Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving
- If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

A designated primary isolation area will be used for students and staff who are symptomatic. Each classroom team will be trained on the location of the isolation area, its use, and the process that will be implemented in the event of a symptomatic student or staff member.
● **Symptomatic students** will remain at school until a designated adult can pick them up.
● Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.
● Secondary isolation areas may be identified if/as needed.
● Logs must be maintained for every student who enters the health room, regardless of whether they are treated or sent home.

Logs will include:
o Name of student
o Reported symptoms/reason for health room visit
o Action taken

It is noted that in the case of the MESD classrooms in Knott Creek, Centennial Middle School, Centennial High School, and Oliver Elementary, the MESD classrooms will utilize the isolation spaces that the respective schools have designated. In the event of an MESD FLS student requiring isolation, an MESD staff member will be the accompanying person whilst waiting for a parent/ guardian/emergency contact to pick up the student.

● If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.	
☐ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).	
☐ Record and monitor the students and staff being isolated or sent home for the LPHA review.	

2. Facilities and School Operations

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

2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Enroll all students following the standard Oregon Department of Education guidelines.
 	
☐ Do not disenroll students for non-attendance if they meet the following conditions:
    ● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or
    ● Have COVID-19 symptoms for 10 consecutive school days or longer.
 	
☐ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
	Students and families will be given the option to enroll in fully online distance learning or hybrid learning. Families are participating in surveys throughout the planning process, and are providing feedback on both their comfort level regarding return to brick and mortar school, as well as the barriers that they foresee with both distance learning and Brick and mortar instruction.
	
	Students enrolled in hybrid learning will participate in in-person learning two days each week and online instruction two days each week.
	
	All students will have access to live-streaming opportunities on their distance-learning days, as well as program-provided materials that align with the lessons that week/unit.
	
	Hybrid learning and distance learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence.

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **On-Site school students**: Full-time and part-time students follow normal reporting policy and procedures. ☐ **Full-Time Online and/or Hybrid school students**: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. ● Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student	For students attending the hybrid model, twice a week check ins will prioritize two days of in person learning in their stable cohort. Students not present for both days will be counted as present through at least one other method of two-way communication, including: ● attendance at livestream sessions ● email communication with parent/guardian ● phone communication with parent/guardian For students in fully online learning, two-way communication on two of the 4 days of online learning may include: ● attendance at livestream sessions ● small group or individual online session ● email communication ● phone communication

days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect. ● For the purposes of this section, please use the following definition and clarification: **Online and/or Hybrid Check-in:** The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day. ● The student must check-in **at least** twice a week with their teacher(s) of record on **at least** two separate weekdays in order to be counted as present for all five days of that week. ● If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week). ● The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week. ● Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days). ● Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary). ☐ **Part-time students receiving online and/or hybrid instruction (not college courses):** Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.	The designated attendance team will review individual and school-wide attendance data weekly.This data will be disseminated to the districts when a student is identified as being absent over the course of one week.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Update procedures for district-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☐ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	All students will be assigned an agency-owned device for use in the school building. Devices will have ● Students will have the option to take the device home for at-home use.

	● FLS team will work with families to determine strategies to build capacity as families continue to support students at home in hybrid or distance learning models. ● Additional devices will be accessible for in-building use for students with broken devices or devices left at home. ● School devices will be cleaned and sanitized between each use.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☐ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☐ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☐ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☐ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	● **Handwashing:** All students will engage in hand washing prior to and after breakfast, lunch, and snacks over the course of the day. Students will handwash prior to and following any transition to another activity that requires movement. Additional frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. Handwashing routines will be incorporated into the schedule and supported through visual icons within the schedule, whole group teaching, and incorporation into classroom expectations taught each day. **Equipment:** Equipment includes materials such as school supplies, (scissors, glue sticks), leisure equipment, and tech devices ● Each student will have an assigned washable pouch/bag/box with individual supplies to use during the day. ● All supplies, sensory items, devices will be provided by the school. ● Staff are encouraged to leave personal items at home. Staff are expected to have mobile phones on vibrate and away at all times except during designated staff breaks. ● Sharing of supplies will be restricted whenever possible. All materials that are for use by individual students will remain so, with each classroom having designated containers (cubbies) for each student's items. **Events:** Safety Drills: Safety drills at the start of the school year will be scheduled for both cohorts of students to participate: ● September evacuation drill ● Lockdown drill ● Earthquake drill Remaining drills will alternate monthly between cohorts. Staff and students will follow distance requirements during exit of the building. Re-entry to the building will be through an assigned entry point to reduce incidental contact**. **Events:** Off-site field trips and events requiring visitors or volunteers have been canceled. In-school events will be modified to follow cohorting and social-distancing guidance. Community Based Instruction: In order to maintain safety within stable cohorts, community based instruction will need to be altered significantly. Leisure activities such as visiting a park via an agency van may continue, as long as the cohort remains stable and no additional visitors participate or join the outing. Prevocational opportunities in community settings, due to their proximity to non-cohort members, will no longer take place, with functional routines typically completed in the

community being replicated within classroom settings.

● **Transitions/Hallways:**

MESD classroom staff will follow the protocols implemented within their respective schools to ensure maintenance of safety during transitions.

Student cohorts will remain in the classroom with adult transitions when possible. As examples, transitions will be greatly reduced, with student entry and exit occurring in such a way as to transition directly into the classroom, and staff bringing food from the cafeteria or kitchen into the classroom for student meals and snacks.

● **Classroom exit:** Students will remain in their designated desk area whilst awaiting their transportation home. Staff assigned to the specific student will transition them to their transportation pickup.

● **Personal Property:**. Students will not be permitted to bring personal items to school unless it is agreed upon between the teacher and family.

Any personal property brought to school will be carried by the student in their backpack/bag, stored in their cubby area,and labeled with a student name and will only be used by the student.

● **Restrooms:** Restrooms assigned based on cohort rooms. Visual reminders will be used in all restrooms to encourage hygienic practices including:

● **Handwashing techniques**

● **Covering coughs/sneezes**

● **Social distancing**

● **Facial coverings**

● **Covid-19 symptoms**

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.
☐ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).
☐ Develop sign-in/sign-out protocol to help facilitate contact tracing:
    ● 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.
 	
☐ Install hand sanitizer dispensers near all entry doors and other high-traffic areas.
	Arrival and Entry
	● Each student will be assigned an entrance point (i.e., a specific door) to the school building.
	● Student entry will be staggered with social distancing in effect, and visual cues supporting this distancing in place (tape/paint on floors 6 feet apart, signage, icons, etc).
	● Staff will be present at each entry point to visually screen students for symptoms.Assigned backup staff will be available as needed.
	● Breakfast in the classroom starts when all have arrived. Students must wash hands before breakfast.
	
	Exit: ● **Classroom exit:** Students will remain in their designated desk area whilst awaiting their transportation home. Transition to bus or parent/guardian will be brief to minimize proximal risk**.**

☐ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	**Screening Students Upon Entry** ● See above for entry routine. ● Staff will be assigned to each entry door to visually screen. ● When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDP (see section 1a). ● Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. ● There are transportation specific screening protocols that must be followed. See section 2i for more information.

<div align="center">2f. CLASSROOMS/REPURPOSED LEARNING SPACES</div>

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Seating:** Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times. ☐ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☐ **Handwashing:** Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	**Seating:** Classroom desks and tables will be arranged with students being seated a minimum of six feet apart.Students will use a single assigned seat at all times. ● **Materials: See 2d under "equipment".** Sharing of supplies will be restricted whenever possible. All materials that are for use by individual students will remain so, with each classroom having designated containers (cubbies) for each student's items.Any materials that must be shared will be sanitized between student use. ● **Handwashing:** All students will engage in hand washing prior to and after breakfast, lunch, and snacks over the course of the day. Students will handwash prior to and following any transition to another activity that requires movement. Additional frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. Handwashing routines will be incorporated into the schedule and supported through visual icons within the schedule, whole group teaching, and incorporation into classroom expectations taught each day. ● Hand sanitizer and tissues will be available for student and staff use. ● **Furniture**: All upholstered furniture and soft seating has been removed from the school building. Flexible plastic barriers will be incorporated to minimize exposure but allow for visual cues and interactions. ● **Classroom Procedures**: All classes will use an assigned cubby or storage spaces for individual student belongings. Classroom traffic flow patterns will be visually demarcated using tape on floors to prompt students within the classroom. ● **Seating**: Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, and assigned seating areas. ● **Environment**: When possible, windows will be open in the classroom before students arrive and after students leave. Classes can use outside space when possible. Outdoor activities will be within the stable cohort.

<div align="center">2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS</div>

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see	● Students will access outside areas during planned break times. ● No outdoor equipment will be used.

Oregon Health Authority's [Specific Guidance for Outdoor Recreation Organizations](#)).

☐ Students must wash hands before and after using playground equipment.

☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use.

☐ Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance).

☐ Maintain physical distancing requirements, stable cohorts, and square footage requirements.

☐ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).

☐ Design recess activities that allow for physical distancing and maintenance of stable cohorts.

☐ Clean all outdoor equipment between cohorts.

● Recess activities will be designed to support cohorting and
● Students will wash their hands or use hand sanitizer returning to the building.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include meal services/nutrition staff in planning for school reentry. ☐ Staff serving meals must wear face shields or face covering (see section 1h of the *Ready Schools, Safe Learners* guidance). ☐ Students must wash hands before meals and should be encouraged to do so after. ☐ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☐ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☐ Adequate cleaning of tables between meal periods.	● Serve breakfast and lunch in classrooms and eat with cohort groups. ● All students must wash hands prior to meals. ● Students will wash hands in the classroom. ● Staff will pick up food in the cafeteria and deliver it to the classroom. ● Students will not share utensils or other items during meals. ● Each table/desk will be cleaned prior to meals or snacks being consumed.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service.
 	
☐ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).
 	
☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing.
    ● If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student.
       o If arriving at school, notify staff to begin isolation measures.
       o If transporting for dismissal and the student displays an onset of symptoms, notify the school.
 	
☐ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
 	
☐ Drivers wear face shields or face coverings.
 	
☐ 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).
	Work with the various transportation departments to develop district level routes, training, and updates.
	● Bus routes will be adjusted to support cohorting students and physical distancing, including
	o three feet of physical distance between passengers
	o six feet of physical distance between the drive and passengers (except during boarding and in assisting those with mobility devices)
	All bus drivers will keep daily student logs (See Section 1a)
	o The Transportation logs will be available for MESD program supervisors to see as needed, and should be kept in a transparent, easily accessible format.
	
	● All drivers will wear face shields or the equivalent.This will be under the auspices and support of the respective district's transportation departments.
	● Buses will be cleaned and wiped down between each route daily, as per the respective district policy.
	● MESD FLS program supervisor will confirm that all transportation agencies contracted by districts are utilizing all expected measures required of transportation services, including best practice sanitizing measure, stable cohorts, and transportation logs.
	● If a student displays symptoms, provide a face shield or face covering and keep the student at least 6 feet away from others. Continue transporting the student.
	● If arriving at school, notify staff to begin isolation measures.

	If transporting for dismissal and the student displays an onset of symptoms, notify the school.
	● School team will consult with families of students who will need additional support on the bus. (This may include an additional staff member riding the bus with students).

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, 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, restrooms, and playgrounds.	● All frequently touched surfaces (e.g., playground equipment, playground equipment, door handles, sink handles, drinking door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, vehicles) will be cleaned between uses at least 3 times per day.
☐ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	● Door handles, desks, and tables will be cleaned between cafeteria settings, restrooms, and playgrounds. cohort groups.
☐ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.	● Ventilation systems will be checked and maintained monthly by maintenance staff.
☐ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	
☐ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).	
☐ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	

2k. HEALTH SERVCIES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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.	The program nurse is on the planning team for this blueprint, and is integrally involved with assessing student risk, and providing guidance for best practice support of our FLS staff and students.
☐ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Response to outbreak plan link forthcoming.

	Current plan outlines a process for reporting any suspected or confirmed cases of novel viruses to the program nurse.
☐ Establish a specific emergency response framework with key stakeholders. ☐ When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	A district response team will review identified cases and follow an established emergency response framework in partnership with OHA.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. ☐ If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. ☐ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. ☐ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ☐ Modify, postpone, or cancel large school events as coordinated with the LPHA. ☐ If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. ☐ Continue to provide meals for students. ☐ Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	An FLS program outbreak response protocol is forthcoming, and will be aligned with the MESD agency-wide response protocol. Elements will include: ● Weekly review of attendance data and reported symptoms by staff and students to determine a potential increase in rates. ● Report to and consult with LPHA with all confirmed COVID-19 cases. ● Temporarily dismiss students attending in-person learning; and a potential shift to distance learning for all students. ● Communication with families regarding criteria that must be met in order for in-person learning to resume.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Plan instructional models that support all learners in Comprehensive Distance Learning. ☐ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☐ Communicate with families about options and efforts to support returning to On-Site instruction. ☐ Follow the LPHA guidance to begin bringing students back into On-Site instruction. ● Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	Distance learning and in-person learning will be planned in collaborative teams, allowing for students (and the school community) to move between an in-person and distance learning model. In the event of school closure, all students and staff will participate in distance learning temporarily. Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces. Follow LPHS guidance regarding the return of students and staff for on-site instruction.

ASSURANCES

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

☐ We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance.

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

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

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements *Include how/why the school is currently unable to meet them*