



Helensview School

**OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21**

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> 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	<u>Helensview School</u> , Multnomah Education Service District
Key Contact Person for this Plan	Dawn Joella Jackson, Principal
Phone Number of this Person	503-984-0961
Email Address of this Person	djoella@mesd.k12.or.us
Sectors and position titles of those who informed the plan	Dawn Joella Jackson, Principal Dan Cohnstaedt, Vice Principal Ami Gonzalez, CTE Teacher Christy Fawcett, MESD School Nurse Jermaine Whitaker, CTE teacher Brian Granse, SPED, SS, CTE, Lead Teacher Andrea Chiotti, Paraeducator and Bike Shop Manager, Member of Community Cycling Center/ Community Partner

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

	<p>Craig Woods- Attendance Liaison and Testing Coordinator</p> <p>Rosa Garcia Perez- Bilingual School Attendance Liaison</p> <p>Jennifer Flynn- Science, Math, CTE Teacher</p> <p>Helen Gandee, Childcare Provider</p> <p>Dontae Riley- Transition Specialist, Gang Prevention Specialist</p> <p>Frankia Cloman- HV student</p> <p>Mauricio Garcia- HV student</p> <p>Jennifer Ramirez- HV student</p> <p>Antonio Sosa Hall- HV student and student parent</p>
Local public health office(s) or officers(s)	<p>Multnomah County Health Department</p> <p>Multnomah ESD School Health Services</p>
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	<p>Dan Cohnstaedt, Vice Principal</p> <p>Dawn Joella Jackson, Principal</p>
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.

<p>Stakeholder Surveys (June 2020)</p> <p>Draft v1 Plan Published with Feedback Form (July 9, 2020)</p> <ul style="list-style-type: none"> <li>● Helensview Staff met with a diverse group of staff in terms of title and community experience.</li> <li>● Students from different grades and groups met with staff to give feedback. <ul style="list-style-type: none"> <li>○ Student primary concerns were: <ul style="list-style-type: none"> <li>■ Increasing student voice and choice in how cohorts are formed.</li> <li>■ Entry and screening procedures that acknowledge and plan around students' anxiety and social emotional well being.</li> <li>■ We rechecked in after distance learning was required on 7/30/20 and 8/3/20</li> <li>■ How are safety needs communicated to students and families.</li> </ul> </li> </ul> </li> <li>● Community Partners were consulted including: <ul style="list-style-type: none"> <li>○ Urban Gleaners, Portland Community College, Community Cycling Center</li> <li>○ Lisa Otero with Many Nations Academy</li> </ul> </li> </ul>
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3. Indicate which instructional model will be used.

Select One:

- On-Site Learning       Hybrid Learning       Comprehensive Distance Learning  
X

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

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

### REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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

This is not applicable to this location at this time.

[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.

This is not applicable to this location at this time.

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

All students at Helensview through November 2020 will be supported and enrolled in a comprehensive distance learning program.

CTE and core subjects taught live through Zoom and Google Chat. Online classes will be offered through Google Classroom, Newsela and Odysseyware. All students in this model will get In person check-ins at students' home or an agreed upon location bimonthly.

#### Timeline

Timeline:

The 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 22, 2020: Identify Core Planning Team that includes relevant stakeholders (Teacher, EA, CBO, Nurse).
- June 21, 2020: Survey Staff
- June 25, Facility Walk Through to measure and plan for safety issues that may arise.
- June 26, 2020: Survey Families via conversations
- June 29, 2020: Convene Core Planning Team with Staff
- June 30, 2020 Convene Core Planning Student team
- June 29, 2020: Send Supply list to School Health for Ordering
- July 1, 2020: Share Initial DRAFT with Todd and Sascha for feedback
- July 7, 2020: 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 families 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
- July 30, 2020: Meet with Teachers and Community Partners to revise Plan
- 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
- August 26, 2020: First Day Back with Staff
- September 2, and 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
<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Process and procedures to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained.</li> <li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</li> <li><input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> 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.                             <ul style="list-style-type: none"> <li>● 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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input type="checkbox"/> Required components of individual daily student/cohort logs include:                             <ul style="list-style-type: none"> <li>● Child's name</li> <li>● Drop off/pick up time</li> <li>● Parent/guardian name and emergency contact information</li> <li>● All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li><input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	<p><b>Policies/Plans:</b></p> <p><u>Helensview School</u> follows the link) as well as the Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority.</p> <p><u>Helensview School</u> also follows MESD Board Policies GBEB, JHCC and GBEB/JHCC-AR (link).</p> <p><b>Key People:</b></p> <p>COVID-19 Enforcement Lead: Dawn Joella Jackson, principal                      School Nurse Lead: Lisa Jones, RN and Christy Fawcett, RN                      Multnomah County Health:  <a href="https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Multnomah.pdf">https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Multnomah.pdf</a></p> <p><b>Screening/Isolation:</b></p> <p>Visual screening of all students and staff is outlined in 1e.</p> <p>Potentially symptomatic students will be isolated following guidance outlined in 1h.</p> <p><b>Contact Tracing:</b></p> <p>Contract tracing logs will be kept for each student/cohort</p> <p><b>Outbreak plan:</b></p> <p>The MESD Outbreak Protocol is outlined in section 3a.</p>

**1b. HIGH-RISK POPULATIONS**

OHA/ODE Requirements	Hybrid/Onsite Plan
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- 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.

**Medically Fragile, Complex and Nursing-Dependent Student Requirements**

- 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.
  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.

**Self Identification:**

All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member so that they can be referred for testing and resources as needed.

**Students:**

Students and their families will have regular check-ins with staff and nurse about symptoms and possible COVID-19 exposures so that school staff can refer them to resources and health care throughout the first term while distance learning is happening.

**Staff:**

CHECK WITH HR about district policy

**Visitors/Volunteers:**

Pre-approved Visitors/Volunteers will be unable to work directly with students, but will be working in a distance model throughout the first term with MESD staff present in Zoom classes.

For Helensview students and families this includes a large number of support staff that work with our students including Probation/ Parole Officers, WRAP Team members, mentors, advocates, DHS caseworkers, mental health support staff, etc... Helensview staff will assist students find times and places for visits for all who need to have regular meetings with these personnel.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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).</li> <li><input 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.</li> </ul>	<p><b>ONLINE-Distance Learning:</b>  <b>All students at Helensview through November 2020 will be supported and enrolled in a comprehensive distance learning program. This program will allow for online classes, streamed classes and bimonthly in person drop offs of work and resources for every student.</b></p> <ul style="list-style-type: none"> <li>■ Helensview has built a website and teachers are populating the website with work in each subject weekly. This has been up and running since 3 / 23 and students are accessing it through phones or Chromebook / computer. This work takes into account specific academic levels and SDI. Every teacher is available to answer questions re: their subject for students.</li> <li>■ All students have access to Odysseyware for all subjects. They will be supported by two staff members to access and move through these classes.</li> <li>■ All students at Helensview are in groups with a staff acting as a case manager. This is tracked on a Google Sheet. Along with all contact and work completed. They are also recording needs.</li> <li>● This case manager will contact students, record all work done and connect students with resources.</li> <li>● Two staff will be the contacts and administrators for Odysseyware access.</li> <li>● Zoom meetings will be happening in CTE classes between students and teachers.</li> <li>● Students who request a Chromebook will be given one from Helensview. The school is working with home districts to get all students and their families Chromebooks.</li> </ul>

**1d. COHORTING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 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. <ul style="list-style-type: none"> <li>● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input 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.</li> <li><input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li><input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.</li> <li><input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance will be taken through case managers and in online and streamed classes.</li> </ul> <p><b>OFFLINE DISTANCE LEARNING:</b></p> <ul style="list-style-type: none"> <li>● Home delivery and pick up of work on at least a bi-weekly basis. There are seniors that have more frequent contact with school staff for work drop off and pick up.</li> <li>● Teachers will deliver supplies needed to continue work in their classes. The Culinary and Art teachers are dropping off supplies and teaching classes virtually for continued credit.</li> <li>● All core subject teachers will be holding daily office hours to assist with core content through Google Hangouts or Zoom. These teachers are working with the Special Education team to make sure students who are eligible for SPED services are getting their SDI and support they need.</li> </ul>



1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.                             <ul style="list-style-type: none"> <li>● Consider sharing school protocols themselves.</li> </ul> </li> <li><input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.                             <ul style="list-style-type: none"> <li>● Consult with your LPHA on what meets the definition of "close contact."</li> </ul> </li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>● A covid-19 plan will be sent to all families this will include a detailed explanation of access to resources and our distance learning plan.</li> <li>● Families will receive this information in diverse formats to meet their needs and all material will be translated into their home language.</li> <li>● The school will ask for families to self identify any COVID-19 symptoms and call in to alert the school so that they can get support for testing and COVID-19 resources.</li> <li>● It will be CLEAR to families and students that we wish to support them and keep them safe not judge them and that any information they give us is protected by HIPPA and will be confidential except when reporting is necessary for contact tracing.</li> </ul>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 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:                             <ul style="list-style-type: none"> <li>● Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.</li> <li>● 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 <a href="#">from CDC</a>.</li> <li>● 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 <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>● Emergency signs that require immediate medical attention:                                     <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> 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.                             <ul style="list-style-type: none"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> <li>● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> </li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should 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.</li> </ul>	<p>N/A</p> <p>We are using a distance model until November 2020.</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.

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### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</li> <li><input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</li> <li><input type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and <a href="#">CDC</a> guidelines.</li> <li><input type="checkbox"/> 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.</li> </ul>	<p>Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Approved volunteers will be working with MESD staff in remote classes.</p> <p>For Helensview students and families this includes a large number of support staff that work with our students including Probation/ Parole Officers, WRAP Team members, mentors, advocates, DHS caseworkers, mental health support staff, etc... Helensview staff will assist students find times and places for visits for all who need to have regular meetings with these personnel.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Face coverings or face shields for:               <ul style="list-style-type: none"> <li>● Staff who are regularly within six feet of students and/or staff                   <ul style="list-style-type: none"> <li>○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact.</li> <li>○ Staff who will sustain close contact and interactions with students.</li> </ul> </li> <li>● Bus drivers.</li> <li>● Staff preparing and/or serving meals.</li> </ul> </li> <li><input type="checkbox"/> Face shields or clear plastic barriers for:               <ul style="list-style-type: none"> <li>● Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.</li> <li>● Front office staff.</li> </ul> </li> <li><input type="checkbox"/> Face masks 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.</li> <li><input type="checkbox"/> <b>Students who choose not to wear face coverings must be provided access to instruction.</b></li> <li><input type="checkbox"/> <b>ADA accommodations:</b> 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.</li> </ul>	<p>In a distance model:</p> <ul style="list-style-type: none"> <li>● All staff will be given masks and face shields and follow health requirements from the state in dropping off food, work and other supplies for students.</li> <li>● All of these visits will take place while maintaining distance requirements.</li> </ul>

### 1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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.               <ul style="list-style-type: none"> <li>● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.</li> <li>● Consider required physical arrangements to reduce risk of disease transmission.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● N/A</li> <li>● We are using a distance model until November 2020</li> </ul>

- 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.
    - 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.
  - 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
<input type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines. <input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> <li>• Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>• Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul> <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	<ul style="list-style-type: none"> <li>• Students will be enrolled in Helensview through our typical process.</li> <li>• Students who are not attending will be supported and reengaged.</li> <li>• Students will not be dropped for non-attendance if they are identified as high risk for Covid-19, are COVID-19 impacted or are having symptoms of the virus for more than 10 days.</li> </ul>

### 2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>On-Site school students:</b> Full-time and part-time students follow normal reporting policy and procedures. <input type="checkbox"/> <b>Full-Time Online and/or Hybrid school students:</b> 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. <ul style="list-style-type: none"> <li>• 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 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.</li> <li>• For the purposes of this section, please use the following definition and clarification: <b>Online and/or Hybrid Check-in:</b> 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.</li> <li>• The student must check-in <b>at least</b> twice a week with their teacher(s) of record on <b>at least</b> two separate weekdays in order to be counted as present for all five days of that week.</li> <li>• 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).</li> </ul>	In a distance model: <ul style="list-style-type: none"> <li>• Teachers will be tracking student engagement and check ins.</li> <li>• At Helensview this will include more detailed notes about needs and concerns from students and their families.</li> <li>• Staff will track attendance in Synergy using the following guidelines:               <ul style="list-style-type: none"> <li>○ A student checks in on separate days at least twice with teachers= Full time attendance or 5 days present</li> <li>○ A student checks in only once during the 5 day school week= .5 attendance or marked as absent 2.5 days.</li> <li>○ A student does not check-in at all during the week = they will be counted as absent for the entire 5 day week.</li> </ul> </li> </ul>

- 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.

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**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<ul style="list-style-type: none"> <li>● Students will be provided with a chromebook and assistance with all online options.</li> <li>● Students will be offered hotspots if they are unable to connect to the internet from their homes.</li> <li>● All students will be instructed how and when to log on to technology and classes they are enrolled in.</li> </ul>

**2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> <b>Events:</b> 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. <input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> <b>Personal Property:</b> 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.	<ul style="list-style-type: none"> <li>● N/A</li> <li>● We are using a distance model until November 2020</li> </ul>

**2e. ARRIVAL AND DISMISSAL**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance). <input type="checkbox"/> Develop sign-in/sign-out protocol to help facilitate contact tracing: <ul style="list-style-type: none"> <li>• Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>• Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> <input type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas. <input type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	N/A We are using a distance model until November 2020

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>Seating:</b> 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. <input type="checkbox"/> <b>Materials:</b> 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. <input type="checkbox"/> <b>Handwashing:</b> 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. <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seating:</b> <ul style="list-style-type: none"> <li>○ N/A</li> <li>○ We are using a distance model until November 2020</li> </ul> </li> <li>• <b>In a distance model- Materials:</b> <ul style="list-style-type: none"> <li>○ Students will have packets with assignments, pencils, calculators and other supplies they need for learning. These will be labeled and delivered to students using distance guidelines.</li> <li>○ When work is completed students will put it in a folder and arrange for pickup with school staff. Distance guidelines will be used for pick-up.</li> <li>○ There will be no sharing of equipment, supplies, materials or technology between students or staff.</li> <li>○ Technology will be checked out to a specific student while that student. This equipment will be thoroughly cleaned upon drop-off and when picked up from students.</li> </ul> </li> <li>• <b>Handwashing:</b> <ul style="list-style-type: none"> <li>○ N/A</li> <li>○ We are using a distance model until November 2020</li> </ul> </li> </ul>

## 2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input 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 <a href="#">Specific Guidance for Outdoor Recreation Organizations</a> ). <input type="checkbox"/> Students must wash hands before and after using playground equipment. <input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use. <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.	N/A We are using a distance model until November 2020

- 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.

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### 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Students must wash hands before meals and should be encouraged to do so after.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.</li> <li><input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> Adequate cleaning of tables between meal periods.</li> </ul>	<p>In a distance model:</p> <ul style="list-style-type: none"> <li>● Helensview will track on a spreadsheet the distribution of food to students.</li> <li>● All students will be given a list of all food resources for breakfasts and lunches through their home districts. They were also directed to food pantries closest to where they live through their case managers. These resources are being given in the family's home language or through an interpreter if written forms are not available.</li> <li>● Staff will offer to meet students at food distribution sites with families the first time in order to make sure they know how and when to access this resource.</li> <li>● Food packets and / or gift cards will be delivered to student homes when work is dropped off or picked up.</li> <li>● Food for babies as well as snack care packages will be dropped at students' homes.</li> <li>● Helensview's community partner Urban Gleaners donates food once a week to the school. Helensview is working with community partners to distribute this food to Helensview students and their families from pre-existing food pantries to extend hours of contact, reduce waste and reach students in their home communities rather than a centralized school location.</li> <li>● Students in culinary classes are delivered food packets and then in Zoom- based classes are creating food for their families with these supplies for credit.</li> </ul>

### 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input 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 <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> <li>● If a student displays symptoms, provide a face shield or face covering and keep students at least six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ If arriving at school, notify staff to begin isolation measures.</li> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input 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.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings.</li> </ul>	<ul style="list-style-type: none"> <li>● In a distance model students will continue to receive Trimet bus passes to access internships, apprenticeships, health/ food resources.</li> </ul>

- 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).

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input type="checkbox"/> 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 <b>not</b> 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.</li> <li><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	<p><b>Cleaning, Disinfecting and Ventilation:</b></p> <ul style="list-style-type: none"> <li>• Students will have packets with assignments, pencils, calculators and other supplies they need for learning. These will be labeled and delivered to students using distance guidelines.</li> <li>• When work is completed students will put it in a folder and arrange for pickup with school staff. Distance guidelines will be used for pick-up.</li> <li>• There will be no sharing of equipment, supplies, materials or technology between students or staff.</li> <li>• Technology will be checked out to a specific student while that student. This equipment will be thoroughly cleaned upon drop-off and when picked up from students.</li> </ul>

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input 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.</li> <li><input 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; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> </ul>	<p><b>Health Services:</b></p> <ul style="list-style-type: none"> <li>• Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention.</li> <li>• At drop off all distance and PPE guidelines will reflect current ODE and state requirements.</li> <li>• Staff will participate in required health services related training to maintain health services practices in the school setting. COVID-19 specific infection control practices for staff and students will be communicated.</li> <li>• Review of IEP accommodations and student health records to identify and support students who need additional support.</li> <li>• Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families.</li> <li>• Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).</li> </ul>



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING



OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. <input type="checkbox"/> Establish a specific emergency response framework with key stakeholders. <input type="checkbox"/> 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.	<b>Prevention and Planning:</b> <ul style="list-style-type: none"> <li>• Coordinate Communication with the Local Public Health Authority.</li> <li>• If the region impacted is in Multnomah County, the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls.</li> <li>• When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district.</li> <li>• Establish a specific emergency response framework with key stakeholders.</li> <li>• Work with LHD to establish timely communication with staff and families to find health care services and identify testing sites if needed.</li> </ul>

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input type="checkbox"/> 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. <input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input type="checkbox"/> Continue to provide meals for students. <input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	See District Communicable Disease Plan <a href="https://www.multnomahesd.org/uploads/1/2/0/2/120251715/2015_communicable_disease_control_plan_for_school_district_employees.pdf">https://www.multnomahesd.org/uploads/1/2/0/2/120251715/2015_communicable_disease_control_plan_for_school_district_employees.pdf</a> <ul style="list-style-type: none"> <li>• In the event of a closure, the district will initiate the Distance Learning Model</li> <li>• The MESD and school safety committee will develop clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students, and families.</li> </ul>

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> <li>• Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul>	<b>Recovery and Reentry:</b>  See District Communicable Disease Plan <a href="https://www.multnomahesd.org/uploads/1/2/0/2/120251715/2015_communicable_disease_control_plan_for_school_district_employees.pdf">https://www.multnomahesd.org/uploads/1/2/0/2/120251715/2015_communicable_disease_control_plan_for_school_district_employees.pdf</a>  A Distance Learning Model will be in effect until November 2020.



## 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 <i>Include how/why the school is currently unable to meet them</i>