

Friday, June 19, 2020

- The meeting covers 2 main areas – use of Incentive Grant funds and Exact Path
- There are 9,706 positive cases of COVID-19, with more than 800 new cases in the last 2 days, 367 confirmed deaths and 211 hospitalized - an increase - with roughly half that number in intensive care. There were 2,400 fewer cases 10 days ago. Health experts are concerned about the rise in cases among those ages 18-35, who account for nearly half of those cases. Be vigilant in social distancing, using masks and following health protocols.
- Incentive Grant application was released last Friday with a total of \$16 million dollars. Grants will be awarded by July 1. Applications are due June 22. The Summary document from OSDE's website can be found at <https://sde.ok.gov/sites/default/files/CARES%20Act%20Incentive%20Grants.pdf>.
- Districts can sign up now to use the Exact Path tool, an adaptive online math and reading tool for individual instruction. It can be used in the classroom and at home. It integrates with the NWEA and Renaissance Star assessments.

Exact Path

- Aaron Espolt – Understands decision making process for Superintendents and the process for deciding whether to use this tool. Feels confident your questions will be answered. Will be putting his kindergarten age child into the program in her home district. To help districts, OSDE has set up additional supports, including a group of users currently using Exact Path you can talk to and a webinar on Wednesday, June 24, at 10:00 a.m. to answer technical questions. Invite your leadership team to the webinar to view the product demo, speak with specialists and do Q&A.
- For information from other districts your size currently using Exact Path, contact;

6A

Bartlesville - McCauleyCR@bps-ok.org

5A

El Reno - cmcvay@elrenops.orgArdmore – kholland@ardmoreschools.org

4A

Stilwell - ggilstrap@stilwellk12.orgCushing - koln.knight@cushing.k12.ok.usWagoner - rharris@wagonerps.org

3A

Eufaula - jfsmith@eufaula.k12.ok.us

2A

Minco - ksims@minco.k12.ok.usHoldenville - rdavenport@holdenville.k12.ok.us

- Edmentum reps Angela Bilyeu, formerly with OSDE Assessment Section, and Kia Devers, Education Program Manager who works with districts on implementation, made the presentation.
- Angela – Edmentum is focused on the educator first. Students have experienced a double summer slide this year. Want to make sure you’re building schools around your students whatever the setting – brick and mortar, virtual, blended. Big question is what to do next with students. You’re not sure where they are or what they were doing when out of school and wonder how to pinpoint where they are and help them. You also want to support teachers with resources to help them figure where students are now and how to grow them at a good pace.
- Angela - Exact Path is very flexible and can mold to what you’re already doing. Takes NWEA and Renaissance Star scores and uploads into system to develop a personalized learning path for each student K-12. Educators facilitate and monitor student learning. The system automatically assigns progress checks every four skills. There’s also a grouping tool, whatever the setting. Educators don’t have to examine data themselves to do manual grouping. Aligned to Oklahoma Academic Standards. Takes learning down to the skill level. Diagnostic first, then instruction, then target needs and plan next step in learning path. Place student on learning path and it adjusts as student completes skills.
- Angela – Exact Path provides lexile and quantile scores as well as a national percentile ranking for students. Edmentum can provide proven effectiveness research from third party businesses and has info about how Exact Path works with WIDA. Exact Path login can be done on multiple devices. It’s mobile optimized so can be used on many types of devices. There’s a teacher login page. There’s a knowledge map in math reading, language arts. There are skills in each area. Teachers can see where students are and what they’re working on on the knowledge map. Teachers can also open drawers to see additional resources they can use to help students. They can see the progress checks and students’ correct and incorrect answers. Exact Path translates into 19 different languages. It will support English learners and students with disabilities – IDEA or 504.
- Kia – Next steps. Want this to be done in an efficient and effective manner. Districts should complete the simple online interest form at <https://info.edmentum.com/oklahoma>. Only need to submit it once. Edmentum’s internal team will review and send an email with next steps, including a site to begin exploring. Please submit interest forms as soon as possible so Edmentum can do a sound rollout without missing anyone. The Exact Path webinar is Wednesday, June 24 at 10 a.m. They will go in-depth with tools and can answer your questions. Make sure those who lead instruction in the district are on the call. Look for the email from the internal team after submitting your interest form. Look for the invite to the webinar. Attend the webinar. Your team will get info about rostering and other more technical issues.
- On Monday, June 22, OSDE will send an email bulletin with a reminder and log-in for the Exact Path webinar on Wednesday, June 24 at 10 a.m. This info will also be in the Tuesday Admin Newsletter.
- Incentive Grants (789). 340 districts have begun an application, and 76 have submitted one.

- Carolyn Thompson – Review the Summary about Incentive Grants at <https://sde.ok.gov/sites/default/files/CARES%20Act%20Incentive%20Grants.pdf> .
- Districts that commit to spend at least 30% of their ESSER funds (788) in at least 2 but no more than 3 of 5 priority areas will be eligible to apply for the Incentive Grants. Districts must commit to spend at least 10% of the total allocation (788) in each of the selected priority areas. Awards will be based on a district’s enrollment from the October 1, 2019, accreditation report. See chart on page 1 of the [Summary](#).
- Funds must be spent in awarded categories. But Incentive Grant funds (789) don’t need to align with same percentages as long as they’re used in priority areas. The selected areas from the 5 priority areas do not need to be the same areas in the CARES Allocated Grant (788) as the selected priority areas selected for the Incentive Grant (789).
- Incentive Grant funds can’t be used for personnel costs, including salaries, benefits and/or stipends.
- Districts receiving an Incentive Grant (789) can’t use the required 30% set-aside of the ESSER Allocated Grant (788) to pay the salaries of existing personnel. But they can use the 30% in ESSER Allocated (788) to hire new personnel or pay stipends to existing personnel, as long as those expenses are directly related to the impact of COVID-19 and further the intended use of the Incentive Grant. For example, if a district chose mental health supports as one of its priority areas, it could purchase SEL curriculum and hire a new person to implement the program.
- LMS and CMS purchases don’t have to be from statewide contract. E-textbooks don’t qualify. Edmentum and Edgenuity are examples of CMS.
- What about bus or vehicle purchases from Incentive Grant funds? No, it’s not an allowable expense to purchase a bus or vehicle to move people. If a district wants to buy equipment to turn a bus or vehicle into an access point, they can do that.
- Incentive Grants (789) are only for those districts that commit 30% of ESSER Allocated (788) funds to at least 2 of the 5 priority areas. No area may receive less than 10% of the total allocation.
- Does a district have to certify its ESSER grant (788) before it certifies its Incentive Grant funds (789)? No. Go ahead and complete and submit your Incentive Grant application.
- ~~In their application, districts should show how they’re going to use Incentive Grant funds in the same way they’re using the 30% set-aside.~~ During the call, the above deleted information was provided, but was later clarified. After the call, OSDE sent an email with a revised [Summary](#) that now states: “However, districts may select different areas in the Incentive Grant application than what was selected in the CARES Act formula grant application.”
- If a district needs to later make an amendment to its formula grant, OSDE anticipates providing the flexibility for that. Will tackle that issue when it comes up.
- What if a district already purchased an LMS? Can it use Incentive Grant funds to pay for it? OSDE wants to see districts do new things with the Incentive Grant funds instead of paying for things they’ve already committed to. OSDE will ask Grants Manager Shelly Perkins about this. Districts can contact her at shelly.perkins@ok.sde.gov or (405) 522-2194.

- This is a competitive grant and not everyone will have access to it. Your application and implementation should align with the terms of the grant and OSDE's intent as it's explaining it.
- If a district didn't check the set aside of 30% in its initial application (788) but then went back and did it, can it still apply for the Incentive Grant (789)? Check with Shelly Perkins at shelly.perkins@sde.ok.gov or (405) 522-2194.
- Can't use Incentive Grant funds (789) to hire a new person, but can use 30% set aside (788) for that. Districts can also use the 70% (that is not tied to the 30% in priority areas) of the ESSER Allocated Grant (788) to hire new or existing personnel.
- How does a district figure out how much to apply for in its Incentive Grant (789) application? Look at page 1 of the [Summary](#). It sets out the max a district can apply for. But even if it applies for the max, it may not get that.
- Back to the issue of funds for hiring tutors. Districts can do that with the 30% set aside of their ESSER formula funds (788). They can use the other 70% of their funds for any reason in the 12 areas.
- Districts receiving an Incentive Grant from ESSER or GEER funds are required to provide equitable services to students and teachers in nonpublic schools. Does the private school consultation occur after districts find out if incentive funds were awarded? No, that can happen before for the ESSER Allocated fund (788), and districts don't have to do it again if they get incentive funds, unless there's a new need identified.
- The Incentive Grant application scoring rubric is on page 3 of the [Summary](#).
- Can a district amend its first CARES Act application (788) if awarded an incentive grant (789)? Monty Guthrie says yes.
- If a private school opts out of allocated ESSER funds (788), can it opt in to Incentive Grant funds (789)? Brad Clark says no, don't believe so.
- Is there any possibility to move the Incentive Grant application due date from June 22 due to short notice? Let OSDE know if can't get it done by Monday. They want to get the funds allocated as soon as possible, but will take it under consideration.
- Hot spots – this is a separate contract. The best case scenario is for OSDE to get the application out and contracts done by the end of July.
- If an Incentive Grant (789) is not awarded, can the district reallocate the 30% in (788)? Yes.
- What are OSDE's expectations for the data reporting section of the Incentive Grants application for 10 points? Email OSDE because Robyn Miller is not on this call.
- Regarding hot spots, the vendor is Verizon. Districts won't get a better deal than Verizon is offering. There are 50,000 available and then districts can apply for an additional 50,000 using the low state rate. They can't apply yet. OSDE needs to work details out. The very simple hot spot application will be in GMS in 2-3 weeks.
- Does a district get any extra benefits for submitting its Incentive Grant application before the deadline? No.
- ~~Incentive Grant funds have to be used for the same areas as the district's 30% set aside in at least 2 and no more than 3 of the priority areas.~~ During the call, the above deleted information was provided, but was later clarified. After the call, OSDE sent an email with a

revised [Summary](#) that now states: “However, districts may select different areas in the Incentive Grant application (789) than what was selected in the CARES Act formula grant application (788).”

- What kinds of compensatory services can be provided through the Incentive Grant (789)? Could hire tutors with 30% (788) set aside and from the rest of the ESSER Allocated funds (789) as long as the district reserved at least 10% in some other priority area. But for Incentive Grant, think about the needs of students with disabilities and English learners. For students with disabilities, it could be for assistive technology.
- If the district’s CARES Act application (788) is in review, how can the district change it? Contact your reviewer and let them know. They’ll work with you.
- If district didn’t budget SEL in its formula grant, can it budget it in its Incentive Grant? ~~The district may have to submit an amendment to its formula application.~~ During the call, the above deleted information was provided, but was later clarified. After the call, OSDE sent an email with a revised [Summary](#) that now states: “However, districts may select different areas in the Incentive Grant application than what was selected in the CARES Act formula grant application.”
- Several on the call commented that the restriction of using the same category is very problematic. Superintendent Hofmeister said she was glad to have that feedback. After the call, OSDE sent the revised email discussed above that provides greater flexibility.

Closing Remarks

- Superintendent Hofmeister said she appreciated everyone seeking to meet student needs and applying for Incentive Grants. OSDE wants to make this as easy as it can.
- She also stated concern that participants seemed more confused about Incentive Grant requirements than they were before the call.
- The Exact Path webinar will be Wednesday, June 24, at 10 a.m. Look for an invitation with credentials from Supt. Hofmeister on Monday.

OSDE’s Post-Call Email

- The post-call OSDE email referenced several times above states that “We know many of you will be working on your applications through the weekend, and we want to ensure you can do so without undue confusion. If an application has already been submitted prior to this clarification, the district **will be allowed to make an amendment.**”
- Contact Shelly Perkins at OSDE with questions at shelly.perkins@sde.ok.gov or (405) 522-2194.

Wednesday, June 10, 2020

- Superintendent Hofmeister started the meeting by referring to the “great” CCOSA Conference last week and said she appreciated Dr. Deering and all the work that went into the Conference.
- Child Nutrition. USDA has issued a nationwide waiver extending the timeline from June 30 to August 31, 2020 for SFSP and SSO operators, on a case-by-case basis, to operate open sites in non-eligible areas. This refers to those operating a site without meeting the 50% free and reduced threshold. USDA also issued a nationwide waiver extending through July 31, 2020 for all Child Nutrition Programs previously issued waivers for non-congregate feeding, meal service times, no child present parent pick-up, and meal pattern flexibilities.
- There are currently 7,480 positive COVID-19 cases in Oklahoma, 355 deaths and 150 currently hospitalized. Numbers are showing a steady if modest increase since June 1 since Phase 3 of the reopening plan took effect. There are increased positive cases and deaths, while hospitalizations remain steady. Experts recommend that we continue to practice “courteous behavior” and social distancing.
- OSDE’s [Return to Learn Framework](#) is out. Hope you’ve read it and are looking at it in concert with plans you’re making. If you’re working on plans, call on OSDE for help.
- The [Framework](#) addresses four broad areas – School Operations, Academics and Growth, Whole Child and Family Supports, and School Personnel. The Table of Contents is hyperlinked. There’s also a checklist at the end. The School Operations section may be of particular interest.
- Suggest all schools do some type of screening before allowing people to enter the building. Screening refers to a simple questionnaire or temperature check or something like that. If you do this, adopt a policy and communicate it to families. Plan for the additional time that may be needed to implement your plan as children are getting to and from school. Schools could require families to do a certification before putting a child on the bus, such as certifying that they’ve completed a temperature check that day. A temperature of 100 F would be the threshold on which to decline entrance to school, according to the state epidemiologist. This is a different threshold than CDC, which uses 100.4 F.
- The [Framework](#) provides lots of information about what to do regarding outbreaks. If an individual shows symptoms during school time, isolate and send them home. They can’t return until ten days after showing symptoms and three days after their fever is gone, without benefit of fever-reducing medication. This is the time that an individual who is COVID-19 positive is shedding the virus. If the individual tests negative for the virus, then use normal school protocols in determining when they can return to school.
- The [Framework](#) provides that if an individual has had known close contact with a person who tested positive for COVID-19, the individual must stay home and self-monitor for 14

days. This 14-day period is considered the quarantine period and is the typical amount of time to show symptoms of the virus.

- The [Framework](#) also provides that if an individual tests positive for COVID-19 and is at school, they should be isolated and sent home. The isolation period is ten days after symptoms began and three days after their fever is gone, without benefit of a fever-reducing medication. The district should immediately contact the local health department. Remember that local health departments have had little to no opportunity to work with schools in this situation, so OSDE is working on more uniform responses from health departments to these anticipated school calls. In addition to or instead of calling the local health department, the district should call the Oklahoma State Department of Health on-call epidemiologist. The school should close areas where the positive individual spent at least 30 minutes and should wait at least 24 hours to clean those areas. It will be a case-by-case decision whether or not to close all or part of a school building. Contact tracing will be critical to the closure decision, and the district will need to work closely with health agencies. Districts should also stay in contact with OSDE and others to help refine and improve these school protocols.
- The [Framework](#) also includes various scenarios for school in the 2020-21 school year. Districts should address traditional, distance and blended scenarios in their plans. As long as health officials say it's safe, districts should plan for the majority of the school year on site via a traditional model. Districts should also have a plan for distance learning with required student participation at least in the event of resurgence of COVID-19 or if students otherwise can't come to school. The blended model would include both onsite and distance learning. This may be a very good option due to the flexibility it provides. Make sure district policies are in place reflecting how distance learning days will be used, including advance notice to families, requirements for student participation and consequences for failure to participate. Distance learning videos are available on OSDE's YouTube channel, so look at them.
- Elements of support from OSDE with CARES Act/ESERS funds. This week OSDE will be providing information on two CARES Act-funded initiatives. *Exact Path* from Edmentum will be available with a statewide license that OSDE buys and makes available to all districts for students K-12 from June 2020 through July 2021. Districts will have to opt-in to access this free resource. This tool helps set growth goals and promotes growth. It's not just an online tool to be used away from school. It's designed for use inside the classroom, especially in elementary grades, with students who are gifted and talented and for those with severe gaps. *Exact Path* provides differentiated virtual grouping and meaningful reports. Teacher training will also be provided. This tool could be a significant part of a district's offerings for students because it individualizes and helps close learning gaps. It includes lexiles and quantiles like Oklahoma educators are used to seeing with state assessments. It can also integrate with information from NWEA Maps and

Renaissance Star Assessments. Districts can opt in to use *Exact Path*. It's free for this upcoming 13-month period (through July 2021).

- The incentive grant application will be released through grants management this week. OSDE is trying to make the awards by July 1 so you'll have lots of time to plan for and use the money. You'll have ten days to complete and return the app – by June 22. The priority is around LMS and CMS purchases. They don't have to be from statewide contracts. 30% - no less than 10% - can be spent on one area. The funds can't be used for existing personnel expenses. 30% is set aside for new personnel or stipends. More information will be released in a day or two.
- OSDE is entering into contract negotiations for hot spots. It intends to use funds from its SEA set aside for up to 50,000 hot spots. Districts will be responsible for expenses associated with the hot spots (at about ¼ of the usual expense) for six months.
- Erik Friend presented information regarding data integration for Google Classroom. OSDE has been working with Google and student information system vendors. They're working on a process to use data to roster students into Google Classroom (GC) with no need to reenter information in GC that's already in the student information system. OSDE is in contract negotiations with the vendor that's providing the necessary tool. This is another opt-in service for districts. Once the bugs are worked out, it will be open to anyone who wants to opt in. It's expected to save teachers a lot of time. Email Erik if your district is willing to pilot it.

Questions

- Is *Exact Path* an all-in-one online curriculum or must other things be used with it? It's part of a curriculum, but in an emergency could be used alone, as NYC recently did. *Exact Path* offers much more, though. It can be used for reading, English and math as a supplement in an emergency, but it's not all-inclusive. It's a learning path to be used in conjunction with instruction in the traditional setting. OSDE will have a crosswalk study with the Oklahoma Academic Standards available when they roll it out. It will be an important tool. It will blend with tools already in use, like NWEA Maps for placement and charting growth paths and with Renaissance Star Assessments. That's part of the reason why it was selected. Edgenuity doesn't have anything like this yet. They're about 1 ½ to 2 years away from having a tool like this. Districts can start using it to close gaps this summer. 47 districts are already using it. OSDE is letting every district make the decision on their own about how to set grade levels. NYC set it at grade level for the remainder of the 2019-20 school year because it wanted students to be at their grade level by end of year.
- Can districts establish a test account to check out *Exact Path* before signing on (opting in)? Can't guarantee this will be possible.
- *Exact Path* training will be at the LEA level. Districts don't have to sign up for training. The information will be sent to you, so don't contact OSDE for it. Information will come out to

you in the next few weeks. Look at this tool on the Edmentum website. There's lots there for you to glean. After becoming familiar with it, OSDE's Aaron Espolt made a request to his home district for his own child to be able to use this tool. Grateful it will be available. There's no cost to districts for the 13-month *Exact Path* contract. OSDE will get feedback from districts along the way.

- *Exact Path* can't be used to fulfill the requirements for RSA Screening. It's not approved for use as a screening tool by SBE.
- Regarding virtual learning plans for this fall, can a student be full-time virtual learning if the parent or child is uncomfortable sending the child to school? Yes, but the district must have a policy about what the rules are for attendance (for staff and students), etc. and how you'll support students in that environment. The [Return to Learn Framework](#) at page 20 has bullet points about the essential points such a policy must include, such as devices, access, connectivity and communication.
- How is a student to be counted absent or present if doing virtual learning in 2020-21? For attendance purposes, districts have local flexibility about how to measure. One option could be to use what applies to statewide virtual charter schools, which looks at the number of virtual instructional activities completed in a minimum time period. Districts can change that and require more as they deem appropriate. Counting absences is a local decision, too.
- OSDE is hearing about the innovative things districts are doing and wants to share these things at times. There are great ideas coming from Sand Springs and Superintendent Sherri Durkee. That district is working to define different learning opportunities. For example, what does it mean to be virtual full-time or in a blended model? With this information, there may be a better understanding by all and make it easier to move from one to another.
- Is anyone providing sample policies that districts can consider? Contact your membership organizations. Also, OSDE will be discussing these things. And remember to consult with your legal counsel. On the Oklahoma Edge learning platform there's a learning module up where you can post questions and network regarding best practices and policies.
- This is a paradigm shift for everyone in public ed. This is a time to shed some ways of thinking about attendance and instead consider outcomes and competency/mastery. This could lead to changing current attendance policies. Feel the freedom to differentiate and respond to what your community needs. Your community will want to know you have plans about how you're going to shift depending on circumstances and how you can provide greater opportunities.
- When social distancing is required, the district wants to use every available space and have half of students in-person with the teacher and half virtual with a para supervising and then shift. Is that allowable? Yes, Brad Clark and Supt Hofmeister think this works

and is allowable. There may be a limitation on this as to students and special education though.

- Is it advisable to have built-in distance learning days? Yes, Superintendent Hofmeister thinks so. It's good to embed those days so when you NEED to shift, it won't be unfamiliar.
- District got feedback from auditor that it couldn't pay for connectivity in a student's home. What can OSDE do? Does this mean hardwiring in a student's home? This gives OSDE opportunities to work with the auditors on its approved list to discuss this issue. The outcome might depend on the specifics of the situation. If connectivity is required for attendance under the district's policy, then it must provide a connection or other equitable access. Superintendent Hofmeister states let's explore this and work with auditors.
- Screening of students. If district requires taking temperature for screening on a daily basis, should the district keep a record of those temperatures? What about having a requirement for a doctor's note before return to school? OSDE doesn't want to create a situation that you have to keep certain documents. Do what makes sense. OSDE isn't going to create hurdles and barriers to return to school. Use your common sense. Work toward a culture of thinking of others and how your actions affect others. That culture will keep us safer. Be cautious about creating bureaucratic steps that don't need to be in place. This is the pragmatic and common sense approach. If we require a doctor's note from some students, that places a financial burden on the family. This requirement could be mitigated by the duration of time we ask people to stay out of school. Balance getting kids into schools, etc. with keeping people safe. We must be flexible and understanding and think of others. Focus on balance and do what CDC says is feasible, practical and doable in the community. If districts require this, communicate it well in advance. For personnel, it must be in policy and the handbook with advance notice because it's an FMLA issue.
- Where can districts find out more about incentive grants? You'll have the information Thursday or Friday.
- What about information about free hot spots and how districts can access? There will be a separate application for this. It may be a week or two or more before that information is out.
- Regarding child nutrition, there is one more data pull for CEP in June that would be available on the 26th or if there's a problem, on the 29th. This will help you look at CEP for 2020-21.
- Imagine Math is in next year's appropriated budget beginning July 1. That contract must also be done. OSDE teams are working long hours and weekends to get all of this done. They want to get you the most competitive opportunities out there.

Closing Remarks

- Superintendent Hofmeister applauds the work districts are doing and refers to their leadership as extraordinary and inspiring. Thank you for tackling issues and for reflecting that sense of confidence that comes with planning and listening to your community, teachers and other stakeholders. Look at next year as an opportunity to do things differently and meet kids in different places than before. Keep the focus on the learning and growth that has to happen to fill weak areas.

Monday, June 1, 2020

- Dr. Aaron Wendelboe joined the meeting to answer questions. He is Oklahoma's interim State Epidemiologist.
- Based on modeling, data you've see, what are your projections or thoughts for what the fall will look like? This is a best guess. Oklahoma's public health infrastructure started getting overwhelmed in mid-March because there wasn't enough diagnostic testing, contact tracers, etc., but we've since built that public health infrastructure. Positive cases will be fairly steady with outbreaks here and there. We might experience a slight decline. When school starts, we'll have a new situation, but it may not immediately be a game changer. Some schools will probably have an outbreak, but doesn't think it will be overwhelming to the system. When weather changes later in the year, we'll probably have a surge of cases because people will be inside more. Over time, too, the risk assessment will change. People just may start changing their behavior in a way that increases the risk. Those factors make it hard to KNOW what will happen. We may see real challenges in November or December.
- What is contact tracing and what might a school district's role be? The State Department of Health would like to know of cases and exposures ASAP. You can call the county health department or the state at (405) 271-4060. The state can still take the lead in investigations. The process starts off with a confirmed case, preferably. The contact tracer looks at who the positive individual was around, such as people who were within 6 feet for 15 or 30 minutes. Start with that. We anticipate lots of questions, and the state will work with those questions. There aren't any cut and dried decisions about when a class or school will be closed. Each case must be investigated.
- Should schools be screening students and staff entering the building? Tough question to answer for all. Diagnostic tests give a clear answer whether a person is positive or not for COVID-19, but only for a point in time. The state is trying to get testing available as much as possible. [Dr. Wendelboe refers to diagnostic testing for COVID-19 as screening.] Don't want to discourage screening, but don't want school administrators to feel like they must do screening. It may not be logistically possible. It would be helpful, but isn't critically important. If find lots of negative test results at the beginning, exposure can still occur after. We want to identify positive cases to keep those individuals out of the building. But you're not going to be able to keep screening week after week.
- In that case, is it better to do temperature checks or questionnaires for students and staff before entering the building? The more you can do the better. As of now, not sure what formal recommendations will be for fall.
- Any recommendations for transporting students? Going to be a challenge by the nature of buses because they bring students close together. What would decrease the risk? The use of masks on buses for all students would be helpful and probably doable. Also air flow

- consider keeping windows open to the extent possible. To the extent you have resources to space students out, consider more bus routes. Do the best you can with what you have.
- What is the temperature for an individual at which you should deny entry to the building? Would say 100 degrees F.
 - Social distancing and the importance of staying six feet apart. Is that a best practice when schools reconvene? Yes. Person to person spread through close contact accounts for the majority of spread. It's also important to clean surfaces and the environment. Social distancing will have the most impact. Conventional wisdom is when people sing, talk, etc., droplets go three feet. So, that distance is doubled to six feet. The CDC and others are still using 6 feet.
 - For classes like choir, PE and band, where droplets might travel further, what recommendations are there for these activities? There is no real recommendation now. Tough question. Dr. Wendelboe has a HS student in band. Engaging in these activities increases risk. Understands that these things may make school more enjoyable for students. Can minimize risk by doing these activities in a non-traditional way – postpone them, spread students out, use Zoom, for example. Be creative in how to offer. Washington State had one of the largest outbreaks in a church with a choir. Many deaths from that event.
 - Is it important to wear masks? It's as important as requiring people to wear pants and underwear. It's not a violation of people's rights to require wearing masks. The evidence collected from this situation has shown that wearing a mask decreases transmission. Dr. Wendelboe said in February there wasn't evidence to show masks are effective. Now evidence does show masks work, especially when used properly. He and others learned from this situation and changed recommendations. As a teacher, it may be difficult to wear a mask while teaching. What about a face shield? Or the teacher could just be distant from others - that might be sufficient. Not saying that everyone needs to be masked every second of the day. There will be parts of the day when students won't maintain six feet apart. During that time, emphasize use of masks. When you can, it may be reasonable to allow students to take off masks. Think about the importance of this measure to society. Everyone has a right to be protected. It's as important or more so than the position that the government can't tell me to wear a mask.
 - Is wearing a mask about protecting the wearer or others? The primary protection is for others because if the wearer is sick, it keeps them from spreading the virus to others. That doesn't mean wearing a mask doesn't protect the wearer. Younger people tend to be more asymptomatic. No one really knows if they have the virus or not. We'll be better able to keep our economy/system open if people are wearing masks.
 - What kind of mask should people wear? N95 masks would be difficult to teach in. Medical personnel need them because they're in a known exposure environment.

Surgical masks are ok. Cloths masks are a great idea, but they're not all the same. If they can cover the wearer's mouth and nose and fit tightly, great. Keep a couple on you and wash them between wearings. There may be a shortage of surgical masks later because this is a global pandemic. Prepare now to get cloth masks so you won't have to worry about a shortage of surgical masks in future.

- At what point will we not have to do this anymore? Thinks it will be a while – until we've reached herd immunity or have an effective vaccine. Herd immunity is when 70-80% has antibodies that protect them from infection. Oklahoma is probably below 2% now. We're in this for the long haul. Early on we talked about flattening the curve. Thinks Oklahomans were successful at that. Sees us as continuing to need to do these things through the upcoming school year, until next summer.
- Screening and testing. If a person has symptoms, is running a temperature or tests positive, how long must they be out of the school setting? If they have COVID-19 symptoms, test ASAP. Within a couple days, you'll know the result. If not positive, then can probably apply regular school policies to the situation. If positive for COVID-19, then they'll be out for ten days or until the symptoms dictate – three days with no temperature without benefit of medication and progression in other symptoms, then can look at coming back to the building.
- When will COVID-19 test results start coming back sooner? The state should be down now to 3 days to get tests back, not 7-10 days. If you're having that kind of wait, contact him.
- Regarding cleaning equipment and sanitizing buses, what equipment and spaces are more important than others to disinfect? High touch surfaces are the priority. The more cleaning you can do the better, like cleaning shared computers. If can provide students with their own things that they don't need to share, that limits mistakes or mis-cleaning. There's a limit to that, of course. The higher the frequency of touch, the more important it is to clean. Each touch increases risk.
- If you know a computer lab is used by lots of students, would it help to add or layer steps for protection, like before students go in, wash hands or use hand sanitizer? Would that help? And again on the way out to protect themselves after touching the equipment? Yes.
- What about kids with breathing problems wearing masks in sports? The first layer of protection is social distancing. Equal to that is being outside and not inside. Tennis and baseball are probably lower risk than wrestling. If students are engaged in increased activity, don't use masks in those situations. Consider whether you're going to go ahead with the sport. In baseball, the bullpen is probably where students will be closest together. For football or volleyball, don't see how you can really use masks or social distancing to prevent transmission.

- What is the effectiveness of current antibody testing and what is the timeline for it? Not going to improve antibody test effectiveness very fast. Will be doing more antibody testing in next couple weeks. There are 2 different types – finger prick and drawing blood. State is using finger prick mostly. Wants to do some of this testing with children. If a district wants to partner with the State Health Department to design a protocol for antibody tests, that would be great. The state wants to do repeated antibody tests every 8 weeks. Yes, we may get false positives now, but if we do this, the inaccuracies will still be helpful info because it will reflect the change from previous baseline.
- Should all students be required to be tested for the virus or would it be preferable to have antibody testing for students? Yes, the antibody testing would be helpful for the community. Would want to do it repeatedly – every 8 weeks. Don't need to test the same people every time. Get like 100 students in a couple grades – that would be helpful. There may be parents very willing to participate.
- If there's a positive case or exposure to someone who's positive, a positive case doesn't mean the school needs to shut down? If you've waited 14 days after exposure to someone positive, is it safe to go back to school if you weren't tested? As to the second question – yes, but hopes you'll get tested. Yes, the quarantine period is 14 days. The reference to ten days in the previous answer is for symptomatic people. Quarantine refers to people who've been exposed, but not infected. When someone is infected, there's an isolation period because that's the timeframe they're shedding the virus. So that's why the quarantine period is 14 days, and the length of the isolation period is different.
- How important is air ventilation? Right now, the more you can displace air, the better. Put on maximum air exchanges.
- Will school closure be a part of the response if there's a confirmed case of COVID-19 in the school? Feels right now that a single case doesn't necessarily warrant closing school. If we're able to proceed with case and contact investigations, should be able to identify people with the highest risk of exposure. Can isolate and quarantine those people and should be able to keep school open. If this positive case involves a classroom or pod, might need to close that down. Wouldn't necessarily start with closing down the whole school. We're in a different situation now than we were in March, and that's why we used the approach of shutting everything down then.
- Any ideas on a safe class size number? Colleges and universities are talking about classes of no more than 40. Haven't seen the evidence to support that number. Don't know what resources schools have to make choices. If there's COVID money to provide portables or something to provide more space flexibility, would recommend that to get smaller classes.
- Why isn't there a cut and dried answer on school closing in the event of a positive case? Why must schools ask for guidance for their specific situation? We don't have a lot of guidance about closing school if there's one case for other diseases, like pink eye, measles,

etc. The same is true here. We've learned a lot, but will learn more. We don't know what's it's like to have schools open in times of COVID-19. Also, there are many competing needs, like parents who need to go to work. We want to be partners with schools to take information and respond in a way that benefits everyone while recognizing these competing needs and preventing transmission of disease.

- Will too much hand washing or hand sanitizer wreak havoc with a student's immune system? No, not with their immune system. Look at medical personnel and the hand washing and sanitizing they do. The risk is that soap and sanitizer can dry out skin. It doesn't cause long-standing damage.
- What should school administrators be considering now? Flexible thinking. Going back to masks, because we learned and changed our recommendations. We might have frustrated parents that say you said something and now are saying something else. Keep your humility, you might make mistakes. Focus on what we know now - social distancing, masks, sanitizing and thinking of the needs of the population you're serving. Dr. Wendelboe feels the burden school administrators have.

Closing Remarks

Superintendent Hofmeister expressed thanks to Dr. Wendelboe, who is the parent of a child in public school. She'd like him to come back for another call later.