

READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020–21

VERSION 1.0.0
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OREGON
DEPARTMENT OF
EDUCATION

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A Message from the Directors

Ready Schools, Safe Learners

Over the last seven weeks our families and educators have faced extraordinary challenges to build on the strengths and meet the needs of our state's children during a global pandemic. Oregon's education professionals (including bus drivers, nutrition service staff, school office staff, translators, teachers, school nurses, counselors, principals, district administrators, and so many more) have pulled off heroic efforts to provide care, connection, and continuity of learning for our students. We responded in a crisis, we have kept Oregon's health care system from being overwhelmed, and we have saved lives through slowing the spread of COVID-19. It has been stressful, challenging, and rewarding.

Now we look forward to the coming school year. Governor Brown has begun the process of reopening and building a safe and strong Oregon. This fall Oregon will begin a process to provide in-person instruction in our schools again. However, we will still be living under the virus. Community-wide immunity is many months off. Governor Brown said, "I again ask Oregonians to come together and be smart. Reopening any part of our state comes with risk. This virus is still very dangerous, and it still poses a great threat. Please follow the safety measures we are putting in place."

The fact is, physical distancing and hygiene are the best tools we have to prevent the spread and every prevention tool we remove increases the opportunity for transmission of the disease. However, we have time to ready our schools to provide in-person instruction in ways that employ the prevention tools we know work. We can hold school in-person and protect our children, our staff, and the families they return home to each day.

There is no doubt this spring was hard on students, families, and educators. Everyone was impacted. Parts of our state and specific communities - communities of color as well as people navigating poverty - were disproportionately impacted. And yet, we believe returning to school, the planning it will require, and the shifts in adult and student behavior it will require will be even more difficult.

It is imperative that we work through the challenges and go back to school. Oregon's children need access to an equitable, high quality education and all the nutrition, health, and social supports that come with it. Our state's future depends on the education, health, and wellbeing of today's children. We need to come together to overcome existing and exacerbated inequities brought on by COVID-19. We can do it carefully and cautiously and slowly, where needed. And, we can provide ready schools that are safe places for learners, staff, and their families.

Today, we put forward the first iteration of guidance for school leaders for the year ahead. Our teams at the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA) have collaborated, at the direction of Governor Brown, to craft guidance that places the design and decision-making into the capable hands of educators, school nurses, counselors, principals, business managers, superintendents and schools boards while providing clear statewide requirements and

recommendations for health, safety, equity, and quality instruction across the state. This collaboration ensures school doors are open and ready to welcome students in the fall. The guidance describes what we know now, with an understanding that we will all need to navigate the state's evolving efforts to mitigate COVID-19.

Our focus is on the safe reentry of staff and students to our schools. The 2020-21 school year requires a level of planning, iteration, communication, and collaboration like none that we've known or led during our years of service in Oregon. This guidance represents thousands of hours of work from teams at ODE and OHA and the sensemaking input of thousands of Oregonians, including school leaders, teachers, health professionals, community partners, families, and students. It is rooted in the research we've digested across the world and within the U.S. OHA epidemiologists have helped to create and have vetted this guidance. We have exchanged thinking with several other state education agencies and shared notes with national experts to inform and test our thinking.

This model will provide statewide guidance for each school to independently plan for the 2020-21 school year. These individual plans will necessarily look different from community to community, as each school in Oregon serves diverse communities with distinct strengths and needs, each has unique physical structures, each includes different staff make-ups and local bargaining agreements, each has experienced varying degrees of impact from COVID-19 outbreaks, and each has access to various levels of readiness to respond to an outbreak.

For the 2020-21 school year, each public school will work under the direction of the school district to develop an Operational Blueprint for Reentry that is tailored to the local context and informed by local needs. Each public charter school will work under the direction of its sponsor to develop its own Operational Blueprint for Reentry that is tailored to the community it serves. And, each private school will develop its own Operational Blueprint for Reentry that is tailored to the community it serves.

Each Operational Blueprint for Reentry must address eight essential elements including Public Health Protocols; Equity; Instruction; and Family and Community Engagement. By August 15 or prior to the beginning of the 2020-21 school year, the local school board (or private school operator) must review the Operational Blueprint for Reentry and make it available to the community online. The blueprints will require that every school, under the direction of the district, determine whether they teach all students on site, teach all students through new comprehensive distance learning or utilize a hybrid model.

This guidance requires a communicable disease management plan and close coordination between the schools, school districts, and the local public health authorities. The guidance places great responsibility at the hands of local school and health officials with state oversight to protect the health of all Oregonians. The efforts of counties to prepare their health systems through the Governor's phased reopening process creates the readiness for schools to operate this fall.

The planning will be complex and challenging to ensure our schools open safely. Returning Oregon students to on-site learning is an enormous responsibility, and that responsibility is shared by schools, districts, and local and state health and education agencies.

Thank you for your tireless efforts to support the health, education, and vibrancy of each and every Oregon community and the sovereign nations we serve.

#ReadySchools #SafeLearners

Sincerely,



Colt Gill
Director of the Oregon Department of Education
Deputy Superintendent of Public Instruction



Pat Allen
Director of the Oregon Health Authority

Table of Contents (click on text in tables to navigate to each section)

READY SCHOOLS, SAFE LEARNERS		
Overview • Operational Blueprint for Reentry		
	<p>1. Public Health Protocols</p>	<ul style="list-style-type: none"> 1a. Communicable Disease Management Plan for COVID-19 1b. High-Risk Populations 1c. Physical Distancing 1d. Cohorting 1e. Public Health Communication 1f. Entry and Screening 1g. Visitors/Volunteers 1h. Face Coverings, Face Shields, and Clear Plastic Barriers 1i. Isolation Measures
	<p>2. Facilities and School Operations</p>	<ul style="list-style-type: none"> 2a. Enrollment 2b. Attendance 2c. Technology 2d. School Specific Functions/Facility Features 2e. Arrival and Dismissal 2f. Classrooms/Repurposed Learning Spaces 2g. Playgrounds, Fields, Recess, and Breaks 2h. Meal Service/Nutrition 2i. Transportation 2j. Cleaning, Disinfection, and Ventilation 2k. Health Services
	<p>3. Response to Outbreak</p>	<ul style="list-style-type: none"> 3a. Prevention and Planning 3b. Response 3c. Recovery and Reentry

	4. Equity	4a. Principles in Action 4b. Decision Making that Centers Equity
	5. Instruction	5a. Instructional Time 5b. Instructional Models 5c. Instructional Schedule and Academic Calendar 5d. Instructional Considerations 5e. Safeguarding Student Opportunity Clause 5f. Instructional Activities with a Higher Risk for Disease Spread
	6. Family and Community Engagement	6a. Partnership in Planning 6b. Communication
	7. Mental, Social, and Emotional Health	7a. Planning 7b. Resources and Strategies
	8. Staffing and Personnel	8a. Supports 8b. Public Health Training 8c. Professional Learning
Glossary		



Overview

Authority and Effective Dates

The Oregon Department of Education (ODE), in coordination with the Oregon Health Authority (OHA), has created the Ready Schools, Safe Learners: Guidance for the 2020-21 School Year in accordance with [Governor Brown’s Executive Order 20-20](#). This guidance is effective immediately upon release and will remain in effect through June 30, 2021 unless replaced by updated guidance. Executive Order 20-20 is expected to be extended with a new Executive Order prior to June 30, 2020; the new Executive Order will provide ongoing authority for this guidance.

Districts, necessarily, need time with staff to prepare for the 2020-21 school year. This could include but is not limited to professional learning, training on new protocols, setting up physical spaces, designing instruction, setting up technology, and cleaning and disinfecting. Additionally, school activities, school

athletics and other youth athletic activities are essential to the mental and physical health of our students and our school community.

The use of school facilities for summer school, summer camps, preparations for the 2020-21 school year, school activities, school athletics, and youth athletic activities may resume at the conclusion of the school's regularly scheduled school year in 2020. School districts must continue to assure that all current and future ODE, OHA and other related state guidelines around physical distancing and other public health protocols are followed as staff and students begin to enter school and district facilities.

Disclaimer: While ODE has the authority under Governor Brown's executive order, this guidance should not be confused with the legal counsel or advice. This guidance is not legal advice, nor should it be relied on as legal advice. If schools require legal advice regarding the issues discussed in this guidance, they should consult an attorney.

Inclusive Guidance

This guidance applies to public schools which include schools within a school district, education service district, or public charter, as defined by ORS 330.003(3), ORS 330.005(2), ORS 334.003(2), and ORS 338.005(2) and private schools which include private or parochial schools providing courses of study usually taught in kindergarten through grade 12 in the public schools and in attendance for a period equivalent to that required of children attending public schools, as defined in ORS 339.030(1)(a).

For ease of readability in this guidance, the term "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. The term "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.

Note: Private schools are required to comply with only sections 1-3 of this guidance.

Maintaining Health and Safety

The **Ready Schools, Safe Learners** guidance focuses on health and safety requirements with provisions for flexibility that honor and recognize the uniqueness of communities across Oregon, to support schools in designing plans to meet community-specific needs and strengths. As schools plan, it is important to remember:

- "You don't make the timeline. The virus makes the timeline." – Dr. Anthony Fauci.
- Our state will be living with the virus until there is immunity, which is many months off.
- The best tools to protect individuals are physical distancing and hygiene.
- Every health restriction lifted increases opportunity for transmission and will increase cases.

As districts plan and implement the requirements and recommendations included in this guidance, personnel should try to implement as written and will necessarily need to consider a continuum of levels of risk when some requirements/recommendations cannot be fully accommodated. For example,

maintaining physical distance (six feet apart from others) is best. There will be times when this is not possible based on an interaction or a physical space limitation. When it is necessary to adjust implementation of this guidance, take other steps to mitigate the close proximity. Steps could include ensuring it is for a very short duration, ensuring handwashing before and after, avoiding touching your face, teaching safe etiquette for coughing and sneezing, and/or using a facial covering.

Commitment to Equity

The Oregon Department of Education is committed to promoting educational systems that support every child's identity, health and wellbeing, beauty, and strengths. Students, families, and communities feel the impact of school closures and loss of access to normally relied-upon resources. As such, equity must not be a standalone consideration and should inform every decision. Much of this document is technical in nature; however, every decision has the potential to disproportionately impact the most marginalized and historically underserved communities by exacerbating existing conditions of inequity. Although equity considerations, key principles, and recommended actions are addressed in Equity Considerations (see section 4), an equity-informed, anti-racist, and anti-oppressive lens weaves throughout the guidance and through all the sections.

Guiding Principles

ODE remains committed to the guiding principles introduced in spring 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness.** The decision to return to school settings must be driven by health and safety considerations. In planning, prioritize basic needs such as food, shelter, and wellness and create the conditions to support mental, social, and emotional health of students and staff.
- **Cultivate connection and relationship.** Quality learning experiences require deep interpersonal relationships and a learning environment where people are seen, known, and loved. Especially in the midst of returning to school settings from an extended school closure, supporting students and families should begin with connection and relationship.
- **Center equity.** In Oregon, based on data released by OHA, all racial and ethnic groups are disproportionately impacted by COVID-19 as compared to their white peers. Recognize the disproportionate harm and impact that COVID-19 has caused for certain communities. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** The complex circumstances in which learning is currently situated requires ongoing reflection and iteration to assure deep learning for every student.



Operational Blueprint for Reentry

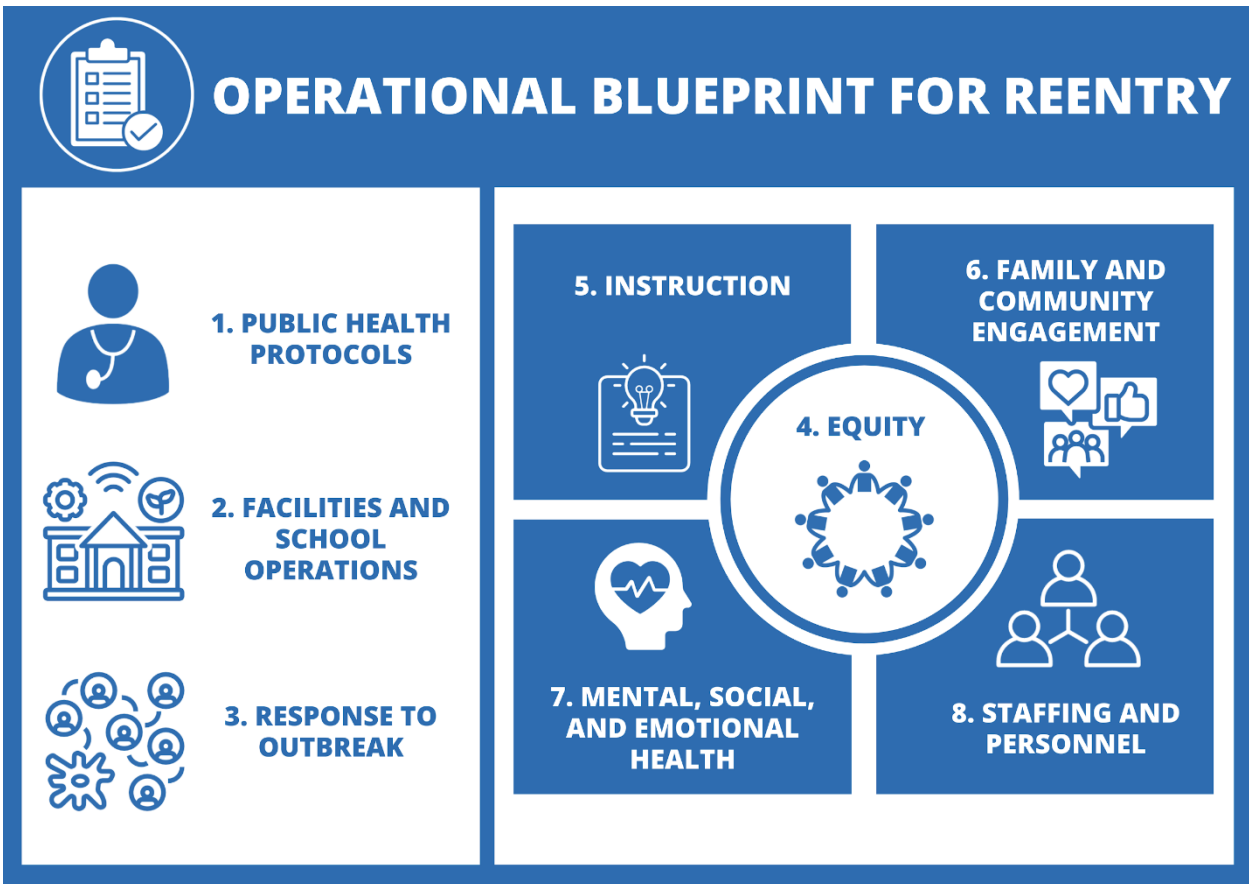


Figure 1: Operational Blueprint for Reentry

[PDF version](#) of Figure 1

Introduction to the Operational Blueprint for Reentry

Every school in Oregon is unique in its physical structure, its culture, and in the varied communities it serves.¹ A single statewide plan will not serve all districts or schools; however, every school must demonstrate to their community that it can operate in a manner that will assure that protocols are in place to keep students, staff, and families safe.

For the 2020-21 school year, each school will develop an *Operational Blueprint for Reentry* that is tailored to the local context and informed by the local context.

¹ ODE recognizes the importance of local context and the need for a differentiated approach. Oregon's smallest districts, those at or below 50 ADMw, will be allowed to put forward plans in consortia or get technical assistance through ESDs in blueprint writing or submission.

Critical Steps for Completing the Operational Blueprint for Reentry:

By August 15, 2020 or prior to the beginning of the 2020-21 school year, whichever is earlier, every school must complete an [Operational Blueprint for Reentry](#).

Preparation

1. Read this *Ready Schools, Safe Learners* guidance in its entirety.
2. Consult your [Local Public Health Authority](#) and familiarize yourself with the [disease management metrics within your health region](#).
3. Assemble appropriate personnel within the school/district and any community partners to create a planning team.

Plan Development

4. Work with the planning team to complete the *Operational Blueprint* template for your school. Private schools are required to complete sections 1-3.
5. Consult with key partners (see section six, including Tribal Consultation) to complete the [Operational Blueprint for Reentry](#).
6. Submit the *Operational Blueprint for Reentry* to your local school board.

Public Health Review

7. Submit the *Operational Blueprint for Reentry* to your [Local Public Health Authority](#).
8. Your [Local Public Health Authority](#) will attest to receiving the blueprint, carefully reviewing sections 1-3, and supporting your ongoing efforts towards ongoing COVID-19 mitigation efforts.

Final Plan Submission

9. Post the *Operational Blueprint for Reentry* on your school and district websites. If there is no school or district website, it can be posted to the ESD website.
10. [Submit](#) final plan for each school to the Oregon Department of Education.

Charter Schools. Public charter schools must make their *Operational Blueprint for Reentry* available to the community on the school's website and the sponsoring district's website, the plan must be reviewed by the school's board, submitted to the school's sponsoring district, and [submitted to ODE](#).

Ongoing Monitoring and Review

Schools may iterate and improve the blueprint during the school year. Review the *Operational Blueprint for Reentry* regularly, at least monthly. As part of this review, re-engage your planning team, consult with public health officials, and update the *Operational Blueprint for Reentry* as needed. Reviews should include information gathered through your local real-time efforts along with changes in this guidance as it is updated with new versions.

The *Operational Blueprint for Reentry* addresses the following areas:

Public Health Protocols; Facilities and School Operations; Response to Outbreak; Equity; Instruction; Family and Community Engagement; Mental, Social, and Emotional Health; and Staffing and Personnel.

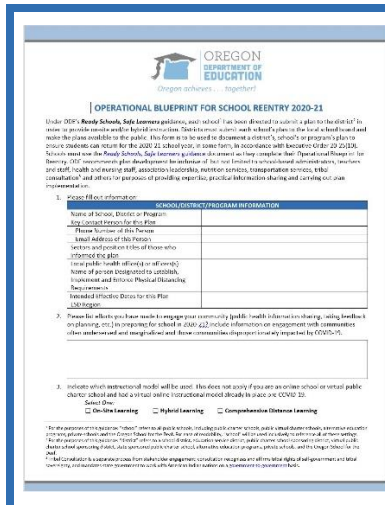
Within each of these areas, there are requirements and recommendations. Throughout this *Ready Schools, Safe Learners* guidance, required elements are marked with checkboxes (☐) and recommended elements are marked with arrows (⇒).

The *Operational Blueprint for Reentry* template is available on the [ODE website](#).

Samples of Initial Operational Blueprints for Reentry

Along with the *Ready Schools, Safe Learners* guidance, ODE is providing sample *Operational Blueprints for Reentry* that are actual blueprints being used by schools and districts within Oregon. These were primarily crafted by district staff, with support from ODE staff where needed.

Schools and districts are encouraged to borrow good ideas that make sense for their local context from other schools and districts. Nothing in the sample *Operational Blueprints for Reentry* are intended to be portrayed as **the** expected plan. Instead, please consider them as **an** approach in line with the requirements in this guidance.



A thumbnail of the *Operational Blueprint for Reentry* template is shown to the left. The template is [available on the ODE website](#).

Sample plans are available at the links below. Please note that these plans are based on the initial guidance. As guidance evolves they may not map completely but should still offer a useful starting point for schools and districts.

- [Chehalem Valley Middle School, Newberg School District](#)
- [Colton Elementary School, Colton School District](#)
- [Mapleton School District K-12](#)



1. Public Health Protocols

Every Oregonian shares in the responsibility to help maintain public health. For on-site staff, this responsibility includes both maintaining their own health and the health of those they come in contact with. They must follow the guidance for their own health and as an example to others for the protection of all Oregonians. Self-discipline and awareness are needed to maintain these changes in our daily routines and behaviors. All staff need encouragement, support and clear guidelines to meet what is outlined in this document.

KEY PRINCIPLES for Reducing Potential Exposures

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:

1. **Physical distancing** — minimizing close contact (<six feet) with other people.
2. **Hand hygiene** — frequent washing with soap and water or using hand sanitizer.
3. **Cohorts** — conducting all activities in small groups that remain together over time with minimal mixing of groups.
4. **Protective equipment** — use of face shields, face coverings, and barriers.
5. **Environmental cleaning and disinfection** — especially of high-touch surfaces.
6. **Isolation** of sick people and quarantine of exposed people.
7. With the above considerations foremost, outdoor activities are safer than indoor activities.

1a. Communicable Disease Management Plan for COVID-19

FERPA allows schools to share personally identifiable information with local public health authorities without consent when needed to respond to a health emergency. Schools should work with their Local Public Health Authority ([LPHA](#)) to ensure they are able to effectively respond to and control outbreaks through sharing of information, even without parental consent, when appropriate. Consult with district legal counsel for more clarification. Your LPHA will attest to receiving and reviewing it and will work with you to mitigate ongoing COVID-19 impacts.

Infection Control

Schools must implement measures to limit the spread of COVID-19 within the school setting, such as appropriate disinfectant/sanitizing procedures; screening, monitoring, and isolation/exclusion for illness among symptomatic staff and students; use of face coverings; and limiting interactions between different groups of students (e.g., teachers moving between classrooms rather than students).

All districts must update their written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. OAR 581-022-2220 requires school districts to develop, update and maintain a Communicable Disease Management Plan. In addition, all district policies related to communicable diseases and student health and wellbeing should be reviewed and updated to assure alignment with new public health requirements.

Required

- Implement measures to limit the spreads of COVID-19 within the school setting.
- Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.
- Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.
- Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
- Process and procedures to train all staff in sections 1 - 3 of this guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained.

- Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e).
- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official.
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d), the daily log may be maintained for the cohort.
 - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Protocol to respond to potential outbreaks (see section 3).

Recommended

⇒ Model, teach, and reinforce physical distancing and hygiene practices at the classroom, school, and district level until they become an expected and accepted way of being at school.

1b. High-Risk Populations

High-risk populations include people who have one or more of the following characteristics or conditions:

- Age 65 years or older
- Chronic lung disease or moderate to severe asthma
- Serious heart conditions
- Immunocompromising conditions, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
- Severe obesity (body mass index [BMI] of 40 or higher)

- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Other conditions or risk factors identified by OHA, CDC, or a licensed health care provider

Required

- 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:
 - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’

- OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

1c. Physical Distancing

Students must never be excluded from face-to-face instruction, disciplined for struggling to learn, and/or disciplined for struggling to adhere to new procedures for how school operates.

Many students, like adults, love to embrace, give high-fives, fist bumps, and receive appropriate adult attention. When students falter in adhering to the new operating procedures, center grace and patience and reteach the expectation. Never implement consequences that deny access to instruction as a result of these challenges. Schools and teams should continually provide instruction and positive reinforcement to help all students adapt to the changes in school facilities while ensuring punitive measures are not the methodology for compliance to healthy practices.

Required

- Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation.
- Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.
- Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
- Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.

Recommended

- ⇒ Consider utilizing outdoor spaces, common areas, and other buildings in planning.
- ⇒ In high schools or settings where students require individualized schedules or elective classes, physical distancing between students remains essential, and ways to reduce mixing among cohorts should be considered. Reinforce health and safety protocols. Daily activities and curriculum should support physical distancing.

1d. Cohorting

A key strategy in reducing the spread of disease is establishing stable cohort groups in schools. Students can be part of more than one stable cohort during the school day, but with each new cohort there is increased risk. Each cohort must have a system to ensure contact tracing can be completed; daily individual student or cohort logs are required; cohorts must be diverse groups of students that would typically be grouped in schools.

Students cannot be placed into cohort groups based on any demographic or disability criteria (e.g., students with complex medical needs, students with IEPs, students receiving language services, etc).

Stable Cohort Groups

Cohorting is a significant strategy to reduce COVID-19 spread. Cohorting refers to a consistent group of students that stays together for the duration of the school day.

Required

- Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.
 - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
- Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a).
- Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.
- Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

Recommended

- ⇒ Staff who interact with multiple stable cohorts should wear face coverings.
- ⇒ When feasible, stable cohorts should remain in one classroom environment for the duration of the learning day, including lunch.
 - Teachers of specific academic content areas rotate instead of students to the maximum extent possible.
 - In secondary schools or settings where students require individualized schedules or elective classes, plan for ways to reduce mixing among cohorts.
- ⇒ Assign restrooms, classrooms, or other activity areas for the exclusive use of one or a small number of stable cohorts rather than the entire on-campus population.
- ⇒ When feasible, limit the number of students in the building (e.g., rotating cohorts, blended learning with established cleaning between stable cohorts) to maintain requirements for physical distancing (see section 1c).

1e. Public Health Communication

Required

- Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.
 - Consider sharing school protocols themselves.
- Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.
 - Consult with your LPHA on what meets the definition of “close contact.”
- Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
- Provide all information in languages and formats accessible to the school community.

1f. Entry and Screening

All schools should develop plans and procedures to ensure proper screening before students enter school. Each school will need to evaluate their physical layout, doorways and options, and available staff to generate a comprehensive plan for effective screening. Any person exhibiting primary symptoms of COVID-19 shall not be admitted to campus.

Required

- Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows:
 - Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.
 - Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available [from CDC](#).
 - Emergency signs that require immediate medical attention:
 - Trouble breathing
 - Persistent pain or pressure in the chest
 - New confusion or inability to awaken
 - Bluish lips or face
 - Other severe symptoms
- Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian.
 - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i) and sent home as soon as possible.
 - They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.
- Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.

- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.
- 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.

1g. Visitors/Volunteers

During the school day, volunteers or visitors should be limited, to the extent possible, to activities that cannot be done virtually. Six-foot distancing between all people should be maintained to the greatest extent possible.

Required

- Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.
- Visitors must wash or sanitize their hands upon entry and exit.
- Visitors must wear face coverings in accordance with local public health authority and [CDC](#) guidelines.
- Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.

Recommended

- ⇒ Consider video/telephone meetings for parent/caregiver/guardian-teacher conferences and other meetings.

1h. Face Coverings, Face Shields, and Clear Plastic Barriers

For the purposes of this guidance, please refer to the following [OHA definitions](#).

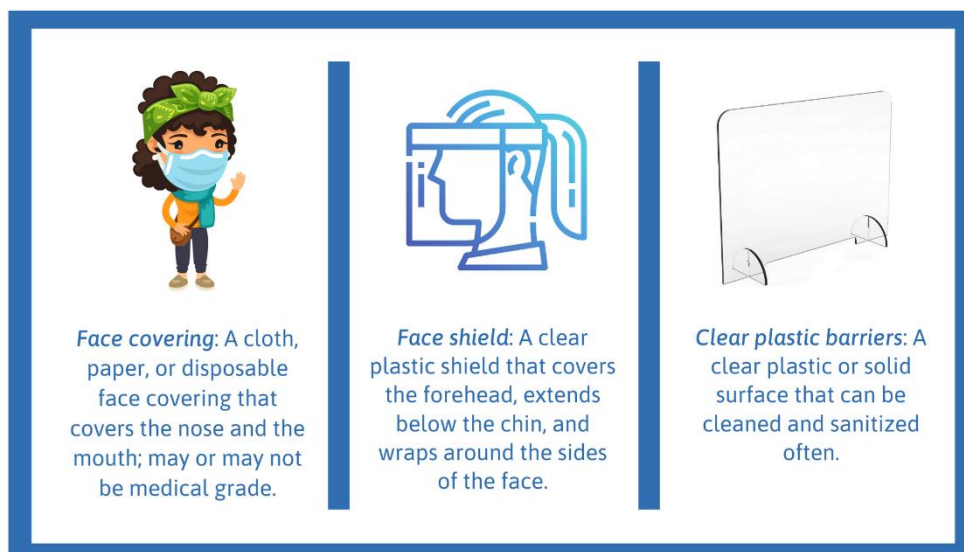


Figure 2: Comparison of Protective Equipment

[PDF version](#) of Figure 2

Required

- Face coverings or face shields for:
 - Staff who are regularly within six feet of students and/or staff
 - This can include staff who support personal care, feeding, or instruction requiring direct physical contact.
 - Staff who will sustain close contact and interactions with students.
 - Bus drivers.
 - Staff preparing and/or serving meals.
- Face shields or clear plastic barriers for:
 - Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.
 - Front office staff.
- Face masks² for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
- Students who choose not to wear face coverings must be provided access to instruction.**
- ADA accommodations:** If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

Recommended

- ⇒ Face coverings for:
 - All staff (in accordance with local public health authority and [CDC](#) guidelines).
 - Staff who interact with public (e.g., mail deliveries, varied support personnel).
 - Staff who interact with multiple stable cohorts.
 - Students in 6th-12th grade and especially in circumstances when physical distancing cannot be maintained.
- ⇒ If face coverings are worn, they should be washed daily or a new covering worn daily.
- ⇒ Encourage students who wear face coverings to follow recommendations for the [CDC Face Coverings](#).
- ⇒ Children of any age should not wear a face covering:
 - If they have a medical condition that makes it difficult for them to breathe with a face covering;
 - If they experience a disability that prevents them from wearing a face covering;
 - If they are unable to remove the face covering independently; or
 - While sleeping.

² Face masks refer to medical-grade face masks in this document. RNs and other medical providers should refer to OHA for updated information.

1i. Isolation Measures

Required

- Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.
- Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.
 - Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.
 - Consider required physical arrangements to reduce risk of disease transmission.
 - Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
- 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

The Facilities and School Operations section is designed to provide districts and schools with information to assure students return to school safely. COVID-19 mitigation efforts require a significant shift in school operations.

School campuses may include many locations, and may not be traditional school facilities and buildings.

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).

2a. Enrollment

Required

- Enroll all students following the standard Oregon Department of Education guidelines.
- Do not disenroll students for non-attendance if they meet the following conditions:
 - Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or
 - Have COVID-19 symptoms for 10 consecutive school days or longer.
- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.

2b. Attendance

Required

- On-Site school students:** Full-time and part-time students follow normal reporting policy and procedures.
- Full-Time Online and/or Hybrid school students:** Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.
 - Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.
 - For the purposes of this guidance section, please use the following definition and clarification: **Online and/or Hybrid Check-in:** The responsibility of taking attendance must

be performed by the teacher of record. “Check-ins” with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.

- The student must check-in **at least** twice a week with their teacher(s) of record on **at least** two separate weekdays in order to be counted as present for all five days of that week.
 - If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).
 - The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.
 - Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).
 - Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).
- Part-time students receiving online and/or hybrid instruction (not college courses):** Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student’s appropriately licensed teacher(s) of record at least two times (on different days) during the school week.

Recommended

- ⇒ Update school early indicator systems (or early warning systems) to account for changes in attendance policies.
- ⇒ Leverage attendance data from the 2019-20 school year, including spring 2020 distance learning data if available, to inform additional supports including food; physical or mental health resources; or access to instruction, learning materials, or technology.
- ⇒ Include Tribal Attendance Promising Practice family advocates in the planning and implementation, where applicable.
- ⇒ Promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness.
- ⇒ Days present/absent may not be claimed for days in which the student did not have access to appropriately-licensed instructional staff for the coursework being taken.

2c. Technology

Required

- Update procedures for district-owned devices to match cleaning requirements (see section 2d).
- Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.

Recommended

- ⇒ Survey families to collect information about the number, type, and condition of devices used in their homes to support distance learning.
- ⇒ Compile a list of all the software and student-facing technology solutions to understand the [implications for student privacy](#); determine how to communicate with parents and students, including their options for consent and participation.
- ⇒ When planning for technology, prepare for the possibility a student, class, or school will move to Comprehensive Distance Learning.
- ⇒ Prepare a district technology and internet connectivity inventory process. Every Wi-Fi access point and wired network device should be tested.
- ⇒ Review technology policies and data privacy policies and update if needed.
- ⇒ Establish a family and educator technical support/help desk to support the use of technology (could be supported by designated staff, student leaders, and volunteers).

2d. School Specific Functions/Facility Features

Required

- Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently.
- Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
- Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
- Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
- Personal Property:** Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.

Recommended

- ⇒ **After-School Programs:** Plan for offering after-school programs that meet requirements outlined in physical distancing and cohorting.
- ⇒ **Community Use of Facility:** School activities, school athletics, and other youth athletic activities are essential to the mental and physical health of students and the school community. The use of school facilities for school activities, school athletics, and youth athletic activities may resume at the conclusion of the school's regularly scheduled school year. School districts will still need to assure

that all OHA and CDC guidelines around physical distancing and other public health protocols and all other federal, state, and local agency requirements, including any additional guidance released by the Oregon Department of Education or the Oregon Health Authority are followed.

2e. Arrival and Dismissal

Required

- Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
- Create schedule(s) and communicate staggered arrival and/or dismissal times.
- Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f).
- Develop sign-in/sign-out protocol to help facilitate contact tracing:
 - Eliminate shared pen and paper sign-in/sign-out sheets.
 - Ensure hand sanitizer is available if signing children in or out on an electronic device.
- Install hand sanitizer dispensers near all entry doors and other high-traffic areas.
- Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.

Recommended

- ⇒ Mark specific areas and designate one-way traffic flow for transition.

2f. Classrooms/Repurposed Learning Spaces

Required

- Seating:** Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.
- Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.
- Handwashing:** Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately.
 - Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

Clean hands save lives 



Recommended

- ⇒ **Furniture:** Consider removing upholstered furniture and soft seating and replace with surfaces that can be wiped down and cleaned easily.
- ⇒ **Classroom Procedures:** Discontinue use of permanent restroom/hall passes and shared hard copy student sign-in/sign-out logs. Assign cubby or storage spaces for individual student belongings.

- ⇒ **Libraries:** Clean libraries and books prior to distribution. Consider designating specific days/times for specific cohorts. Create checkout and return procedures allowing books to be untouched for 72 hours and sanitized.
- ⇒ **Seating:** Use visual aids (e.g., painter’s tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, and assigned seating areas.
- ⇒ **Environment:** Consider opening windows or otherwise ventilating the classroom before students arrive and after students leave, and while students are present if feasible. Hold classes outside when possible and encourage students to spread out.
- ⇒ **Limit Transitions:** Modify classes where possible and where students are likely to be in close contact (e.g., music, art, physical education, etc.) by bringing the specialist teacher to individual classrooms instead of having students go to the shared space. Refrain from mixing classes with other classes and teachers (e.g., having a mixed math class with another set of students).

2g. Playgrounds, Fields, Recess, and Breaks

Required

- Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s [Specific Guidance for Outdoor Recreation Organizations](#)).
- Students must wash hands before and after using playground equipment.
- Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group’s use.
- Cleaning requirements must be maintained (see section 2j).
- Maintain physical distancing requirements, stable cohorts, and square footage requirements.
- Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
- Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- Clean all outdoor equipment between cohorts.

2h. Meal Service/Nutrition

Required

- Include meal services/nutrition staff in planning for school reentry.
- Staff serving meals must wear face shields or face covering (see section 1h).
- Students must wash hands before meals and should be encouraged to do so after.
- Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.
- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning of tables between meal periods.

Recommended

- ⇒ Determine alternate locations (e.g., classrooms) for eating meals.
- ⇒ Stagger meal times.
- ⇒ Restrict access to vending machines.
- ⇒ Limit use of communal serving utensils.
- ⇒ Establish non-contact payment methods.

- ⇒ Coordinate meal service with distribution of materials and connections with families.
- ⇒ Coordinate resources to offer meal services irrespective of instructional model, including:
 - Delivery of meals,
 - Staff availability and staff safety,
 - Face covering,
 - Meal packing supplies, and
 - Equipment/signage to support physical distancing.

2i. Transportation

Required

- Include transportation departments (and associated contracted providers, if used) in planning for return to service.
- Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j).
- Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing.
 - If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student.
 - If arriving at school, notify staff to begin isolation measures.
 - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- Drivers wear face shields or face coverings.
- Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).

Recommended

- ⇒ Provide at least three feet of physical distance between passengers.
- ⇒ When feasible, provide at least six feet of physical distance between the driver and passengers (except during boarding and while assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate.
- ⇒ When feasible, use visual cues (e.g., floor decals, colored tape, or signs) to discourage passengers from standing and sitting within three feet of other passengers, drivers and other transit staff on the bus/train.
- ⇒ Determine and post maximum occupancy for each bus while following this guidance.
- ⇒ Where feasible, provide drivers and all transportation staff with access to handwashing stations or at least 60-95% alcohol-based hand sanitizer. (Hand sanitizer dispensers should not be installed on a school bus.)
- ⇒ Make routing adjustments to:
 - Accommodate reduced passenger capacity and adjusted bell times.

- Account for stable cohorts with students who share a residence (this may increase projected capacity).
- Account for reduction in staff due to those in increased risk populations.

2j. Cleaning, Disinfection, and Ventilation

Required

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

2k. Health Services

Required

- 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.
- 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).
- Prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services.

Recommended

- ⇒ SBHCs may be able to provide telehealth and COVID-19 testing services. Oregon’s certified SBHCs may serve as resources for students and community members for services such as:
 - Somatic health care
 - Mental health/behavioral health services
 - Urgent care services
 - Dental and vision services
 - Reproductive health care

- Immunizations
- ⇒ SBHCs and their medical providers may serve as a resource to the schools in understanding and implementing updated practices.



3. Response to Outbreak

In coordination with the required Communicable Disease Management Plan (see section 1a), all plans for fall On-Site and Hybrid instruction must include a school’s response to outbreak. In the event that there is a single positive case or a cluster of cases of COVID-19, schools and districts must partner with the Local Public Health Authority (LPHA) who will work to support them on ongoing COVID-19 mitigation efforts.

3a. Prevention and Planning

Required

- Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.
- Establish a specific emergency response framework with key stakeholders.
- When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.

Outbreaks are determined by Oregon Health Authority and Local Public Health Authorities.

3b. Response

Required

- Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response.
- If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.
- Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.
- When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.
- Modify, postpone, or cancel large school events as coordinated with the LPHA.
- If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.
- Continue to provide meals for students.
- Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.

3c. Recovery and Reentry

Required

- Plan instructional models that support all learners in Comprehensive Distance Learning.
- Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.
- Communicate with families about options and efforts to support returning to On-Site instruction.
- Follow the LPHA guidance to begin bringing students back into On-Site instruction.
 - Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

READY SCHOOLS, SAFE LEARNERS – PUBLIC HEALTH AND SCHOOL REENTRY DECISION TOOL



The purpose of this tool is to assist educational leaders in planning essential reentry steps to protect the health and safety of students, staff, and families. Use this tool when choosing an instructional model and determining readiness to welcome staff and students back into the building.

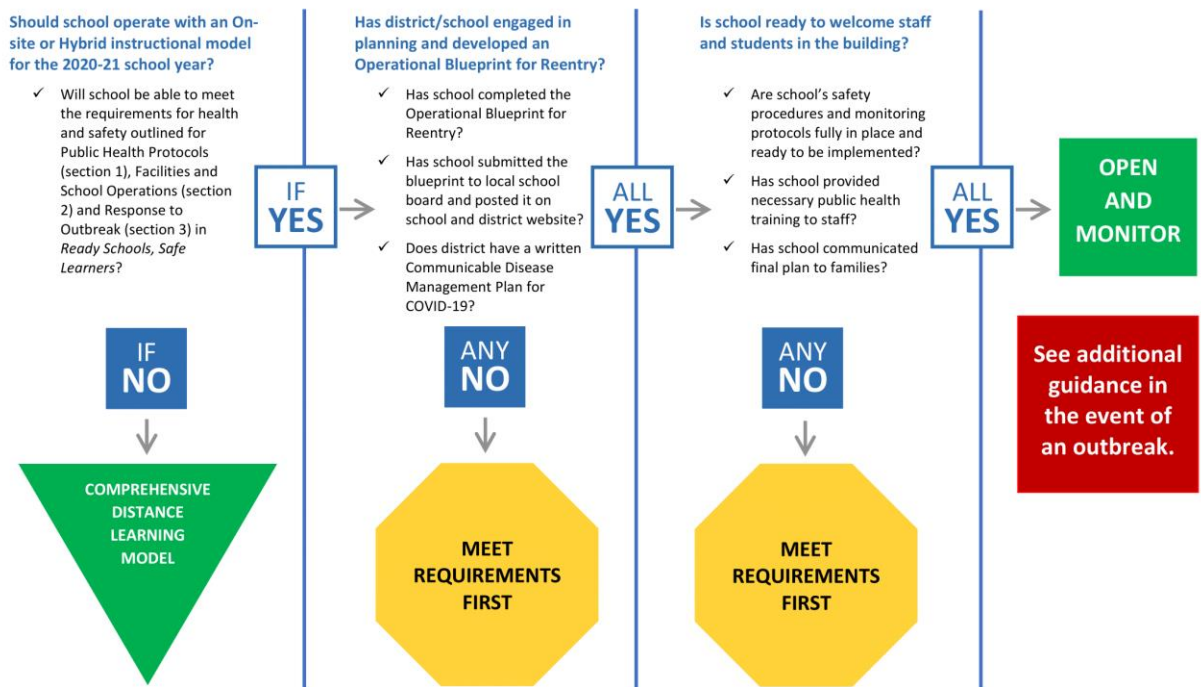


Figure 3: Public Health and School Reentry Decision Tool

[PDF version](#) of Figure 3



4. Equity

This equity section articulates principles for schools and districts to consider when planning for the 2020-21 school year. It is critical to reinforce equity at the center of this work, not as a separate endeavor or removed from a holistic view. All levels of the educational system must collaborate on solutions and strategies to support students' long-term success and wellbeing. This collective effort must leverage the assets, roles, and strengths of children, families, and educators. This effort must also deepen relationships with community partners, school districts, educational association leaders, state and local leaders, tribal nations, and business and industry partners. Guided by a shared approach and leading with a mindset of innovation and creativity, Oregonians will learn from each other, develop promising ideas and practices, and harness new ways of relating in a landscape not seen before.

To live into an equity stance, Oregon schools must heighten attention to groups of students who bear the burden of an inequitable health and educational system. Through all of this work, educators must recognize the strengths and meet the needs of students of color, including students who are African-American/Black, Alaska Native and American Indian, Asian Pacific Islander, Refugee, Latino/a/x, Compact of Free Association (COFA) citizens, students who are emergent bilinguals (English Learners), students of migrant and farmworker families, students experiencing disability, students who are LGBTQ2IA+, students in foster care, students who have an incarcerated loved one, students experiencing houselessness, and students navigating poverty. **It is not enough to make statements about equity without following those statements with concrete actions.** Equity must live at the heart of every decision and every action in service of students.

Note: Private schools are not required to comply with this section.

4a. Principles in Action³

Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x communities; students experiencing disabilities; and students and families navigating poverty. It is appropriate and necessary to offer more heightened and focused support to students and staff from these communities. It matters to learn the differential impacts of COVID-19 in particular communities. For example, the workplaces with the largest outbreaks are the prison system and food/agricultural sites which deeply impacts particular communities, including students.

Required

- Review and apply school's equity stance, principles, and/or commitment.

³ Principles in Action informed by "[Guidance on Culturally Responsive-Sustaining Remote Education: Centering Equity, Access, and Educational Justice.](#)" Dr. David Kirkland, 2020, NYU Steinhardt.

Recommended

- ⇒ Secure partners and resources to respond to the basic needs of students and families (e.g., food, shelter, clothing, mental/social/emotional health supports) and the needs of students and families to access online learning (e.g., digital devices, hot spots, technology support).
- ⇒ Apply an equity lens and assess the impact of the spring 2020 school closure on students and families through community forums, surveys, conversations, virtual home visits, formal and informal assessments, and any other relevant sources of information.
- ⇒ Provide differentiated learning opportunities for students who had limited or no access to instruction during the spring 2020 school closure. This may look like assigning a learning mentor or coach, additional check-ins, supplemental learning supports, and instructional support for emergent bilingual students.
- ⇒ Strategically pair educators who infuse culturally responsive and sustaining practices with students who will benefit most from instruction that centers student identity, builds intellectual capacity, and develops academic mindsets.
- ⇒ Mitigate risks for immigrant students and families who may be undocumented. For example, for any protocol requiring student identification, consider using secure student school IDs in lieu of student names. Where possible, have trusted community members help in the first weeks of school to greet families at the door and demonstrate how the protocol and contact tracing work, including discussing the specific information gathered.

Communities and families are strong and resilient while facing intense adversity. Recognizing, centering, and supporting their strengths and gifts is best practice.

Recommended

- ⇒ Hold students at the center: Start every meeting by sharing a student name (where appropriate confidentiality can be maintained) or a story of a student who will be held at the forefront as decision making occurs. Who are the students who did not engage in spring 2020 distance learning? Are there students who have lost a family member? Name the barriers to engagement in school that the student may be experiencing due to COVID-19.
- ⇒ Facilitate processes like empathy interviews with students, families, and community to better understand their experiences with the spring 2020 school closure and COVID-19, and amplify their gifts, stories, and experiences.
- ⇒ Provide counter narratives to biased representations of race, culture, gender, abilities, and poverty. For example, use the simple protocol outlined in [Culturally Responsive Teaching and the Brain](#). Challenge the narrative around COVID-19, notice and name deficit representations, and deepen the counter narrative through literature.
- ⇒ Implement and offer continued support for programs and affinity groups that build on student strengths (e.g., Biliteracy Seal, Title VI Indian Education Programs, and clubs such as [MEChA](#), [Black Student Unions](#), and LGBTQ2IA+ focused groups).
- ⇒ Learn more about the ways communities gathered in the past and how those rituals and traditions matter. COVID-19 has highlighted the importance of collectivism and interdependence for the collective wellbeing of communities.
- ⇒ Replace deficit language (e.g., needs, struggles, gaps) with asset-based language (e.g., strengths, opportunities, talents).

Meaningful, reciprocal relationships are essential for learning and wellbeing.

Recommended

- ⇒ Create healing and relationship-building norms, such as community and restorative circles (virtual or physically distanced), mindfulness, and social emotional learning activities. Respond to trauma and collective grieving as it arises. These routines should continue in any of the learning models including Short-Term or Comprehensive Distance Learning.
- ⇒ Invest in differentiated learning opportunities and supports for staff across various identities and roles that focus on building relationships, social emotional wellness, and navigating differences across culture, power, and privilege.
- ⇒ Recognize that COVID-19 impacts staff differently based on their race, age, culture, role, etc. Pay attention to *all* levels of the system and invest in needed support to center relationships and care. Be aware of how class and race shape one's ability to limit their exposure to COVID-19, considering the frontline workers.
- ⇒ Develop students' abilities to connect across cultures by affirming racial and cultural identities and creating opportunities for students to learn from each other and with each other.

All students benefit from culturally responsive and sustaining instruction.

Recommended

- ⇒ Invest in professional learning for all staff in culturally responsive-sustaining instruction, anti-bias and anti-racist teaching, and trauma-informed, healing processes. Raise staff awareness of how racism and stigmatization have increased, particularly toward Asian and Asian American communities, and develop capacity to speak up against racism and xenophobia (see [Culturally Sustaining Pedagogies](#); [We've Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be](#); [How to Respond to Coronavirus Racism](#); [Culturally Responsive Teaching and the Brain](#)).
- ⇒ Support student-centered, and project-based educational experiences that ignite student agency, identity, and voice.
- ⇒ Invite multiple voices representing non-dominant perspectives to contribute to the curriculum (through story, song, poetry, text, artifacts, or presentation) in ways that honor student identity, history and culture.
- ⇒ Create learning opportunities that address white privilege and the dismantling of white supremacy. Health for all students requires deepening dominant groups' equity consciousness.
- ⇒ Prioritize supporting and retaining educators from culturally and linguistically diverse backgrounds; specifically educators who identify as Black, Indigenous, and/or people of color and educators who are trained in areas of culturally sustaining content.

4b. Decision Making that Centers Equity

As part of the need to infuse equity throughout all decision-making and school-planning processes, ODE has developed [decision tools](#) designed to support teachers, school, and district leaders as they navigate hundreds of decisions and dilemmas that have implications for communities, families, and students.

The decision tool includes three connected resources:

- The “Decision Tree” offers an inventory of starting conditions and five questions to support leaders when making complex decisions. It can help leaders spot patterns or gaps in their thought processes or point them to the use of the other two decision tools.
- The collection of “Deepening Questions” offers leaders prompts to reveal what may be underneath core decision-making challenges.
- The “Consultancy Protocol” is adapted from the School Reform Initiative and provides leaders a resource to work through the most difficult design dilemmas.



5. Instruction

How districts plan for instruction is critical given the unstable learning opportunities for students in spring of 2020. Planning for ways to maximize learning for the 2020-21 school year will be essential. This section provides high level guidance on design features for instruction.

Note: Private schools are not required to comply with this section.

5a. Instructional Time

After the spring 2020 school closure and shifts to *Distance Learning for All*, maximizing instructional time for students is more critical than ever before. Instructional time requirements apply to every public school district and public charter school, and virtual public charter school. They do not apply to private schools. For the 2020-21 school year, districts must strive to comply with the instructional time requirements in [OAR 581-022-2320](#). Oregon’s ability to guarantee student learning time has never mattered more.

Instructional time is defined in [OAR 581-022-0102](#) as:

- Time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by [OAR 581-022-2030](#), and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by [OAR 581-037-0015](#).
- Instructional time shall include:
 - Time that a student spends traveling between the student’s school and a CTE center, internship, work experience site, or post-secondary education facility;
 - Time that a student spends in statewide performance assessments; and
 - Up to 15 minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast.

- Instructional time shall not include time that a student spends passing between classes, at recess, in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

ODE also recognizes that districts may be operating under different instructional models (On-Site, Hybrid, Comprehensive Distance Learning) during the 2020-21 school year. Further guidance and possible OAR changes will be required to calculate instructional time. ODE will work with partners to provide further guidance. ODE will also pursue State Board of Education action and OAR revision where needed to address the need for flexibility and clarification.

5b. Instructional Models

There are three instructional models for schools in the 2020-21 school year: *On-Site*, *Hybrid*, and *Comprehensive Distance Learning*.

Instructional Model Selection

Districts will select an instructional model or models based on multiple factors including but not limited to: local COVID-19 status, school facility capacity, staffing capacity, operational capacity, needs of high-risk students and staff, available space, student enrollment, budget, technology capabilities, and input from staff, students, family, and community members.

Authority for the selection and implementation of instructional models lives at the local level with one exception. If a COVID-19 outbreak requires temporary, short-term school closure (at the state, regional, or local level), districts will employ Short-Term Distance Learning. In the absence of a COVID-19 outbreak, districts have the authority to select different instructional models across grade levels and content areas.⁴

Instructional Models: Definitions and Requirements

Each instructional model offers different possibilities and constraints. Districts are encouraged to employ the benefits of each model to prioritize student mental, social and emotional health, and academic learning needs. It is possible schools may need to employ different instructional models throughout the course of the 2020-21 school year as factors and contexts shift related to COVID-19.

⁴ Public charter schools should ensure their instructional model selection does not conflict with the requirements of the charter contract. Sponsors and charter schools may consider adopting amendments or other written agreements to allow the charter school flexibility with their instructional models.

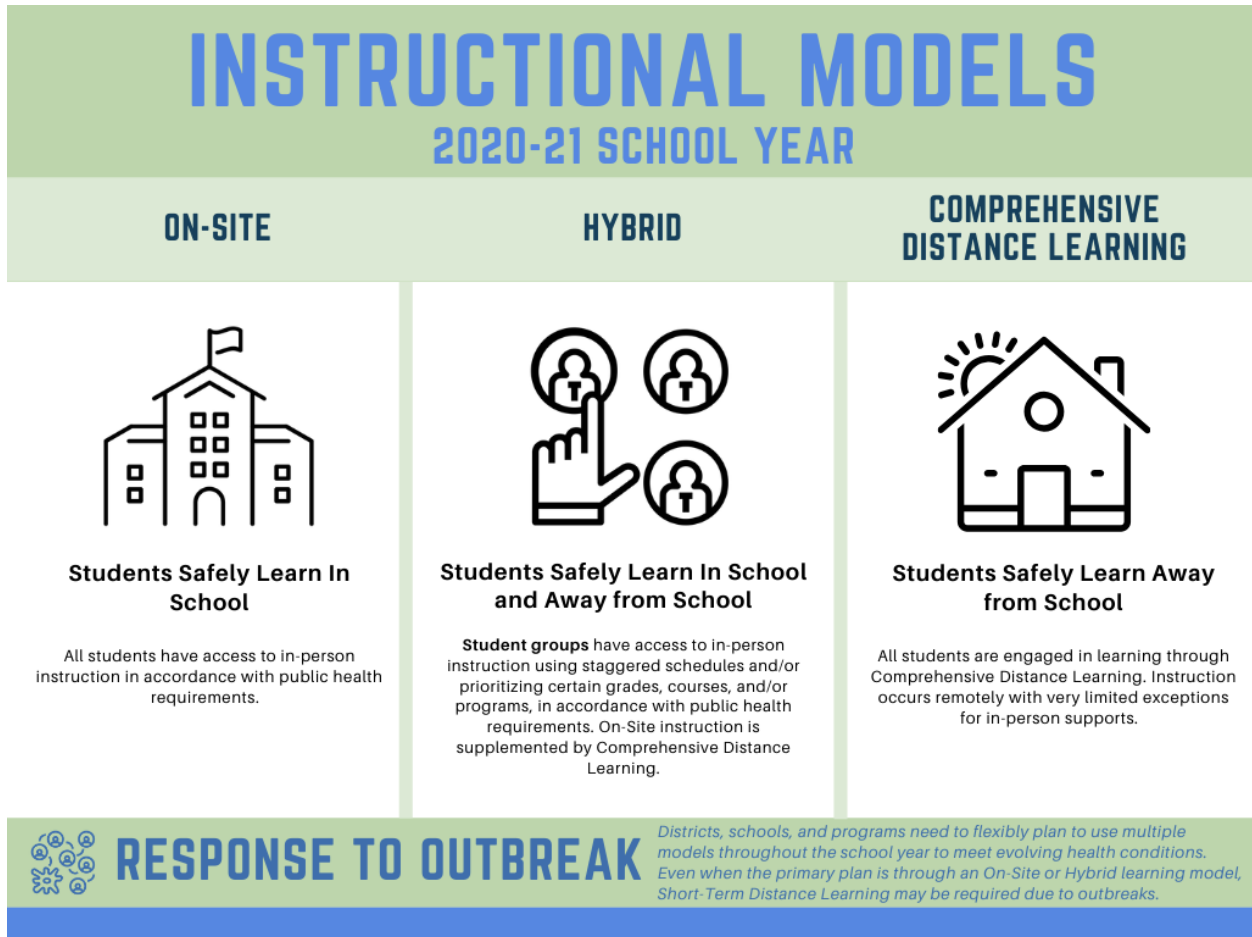


Figure 4: Instructional Models for the 2020-21 School Year

[PDF version](#) of Figure 4

On-Site Instructional Model: All students have access to in-person instruction in accordance with public health requirements. This model would be closest to how schools operated prior to the statewide school closure to in-person instruction.

Hybrid Models: Hybrid instructional models allow districts to adjust for multiple variables and continue to access on-site instruction to the greatest extent possible while meeting public health requirements. Hybrid models will require prioritization of on-site learning activities and supports, and/or which content is taught on-site. Hybrid instructional models also allow opportunities to integrate instruction simultaneously with groups of students on-site and through Comprehensive Distance Learning. While complex and varied, Hybrid instructional models allow for great creativity and flexibility.

Comprehensive Distance Learning Model: Any effort to provide off-site or remote learning in 2020-21 requires in-depth and robust planning. To signal a shift in expectations and quality (made possible by continuous improvement, along with more time to plan, prepare, and practice), the term Comprehensive Distance Learning is used for the purposes of this guidance. Comprehensive Distance Learning guidance will be released in the near future. Each school choosing to operate only through

Comprehensive Distance Learning must indicate the reason for this decision and a plan and timeline for returning to On-Site or Hybrid instruction in their *Operational Blueprint for Reentry*.

Short-Term Distance Learning Model: The statewide pivot to Distance Learning for All in the spring of 2020 was, without a doubt, a crisis response and was designed for a limited duration. As such, the term Short-Term Distance Learning is used when referring to the Distance Learning for All model from the spring of 2020. For all districts, regardless of instructional model, Short-Term Distance Learning may become a reality upon a COVID-19 outbreak during the 2020-21 school year. **Regardless of which instructional model schools begin with, districts must plan for Short-Term Distance Learning in the event of an outbreak that may impact a classroom, a section of a school, a school, or an entire district.**

REQUIREMENTS AND RECOMMENDATIONS BY INSTRUCTIONAL MODEL

On-Site Learning



Required

- Provide access to nutrition/meal service for all eligible students, including students not on-site.
- Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model.
 - Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

Recommended

- ⇒ Plan for Short-Term Distance Learning in the event of a COVID-19 outbreak or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.).

Hybrid Learning



Required

- Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- Provide access to nutrition/meal service for all eligible students, including students not on-site.
- Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model.
 - Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

Recommended

- ⇒ Inventory, where applicable, technology and devices to support rapid deployment if necessary.
- ⇒ To the extent possible, maximize synchronous learning opportunities.
- ⇒ Where connectivity capacity is limited or unavailable, maximize educator:student interface through other means to ensure relational context of learning.
- ⇒ Plan for Short-Term Distance Learning in the event of a COVID-19 outbreak or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.).

Comprehensive Distance Learning



Required

- Under this model, any school including charter schools, must comply with pending Comprehensive Distance Learning Guidance.
- Schools must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG)
- Provide access to nutrition/meal service for all eligible students.

Recommended

- ⇒ To the extent possible, maximize synchronous learning opportunities.
- ⇒ Where connectivity capacity is limited or unavailable, maximize educator and student connection through other means to ensure relational context of learning.

Short-Term Distance Learning

The statewide pivot to Distance Learning for All in spring of 2020 was, without a doubt, a crisis response and was designed for a limited duration. As such, the term Short-Term Distance Learning is used when referring to the Distance Learning for All model from the spring of 2020. For all districts, regardless of instructional model, Short-Term Distance Learning may become a reality upon a COVID-19 outbreak during the 2020-21 school year. Regardless of which instructional model schools begin with, districts must plan for Short-Term Distance Learning in the event of an outbreak that may impact classroom, a section of a school, a school, or an entire district.

Figure 5: Requirements and Recommendations By Instructional Model

[PDF version](#) of Figure 5

5c. Instructional Schedule and Academic Calendar

Academic Calendar

School calendars are determined at the local level. Calendar adjustments could include:

- Earlier start date, longer winter and spring breaks and other longer breaks, and a later end date. Intersessional breaks in addition to regular calendar can be used for:
 - Credit-earning opportunities for grades 9-12, acceleration, or enrichment.
 - Breaks required due to resurgence of COVID-19.
 - Inclement weather and other emergency make-up days.

Recommended

- ⇒ Consider an intersessional calendar to provide flexibility and address learning loss and allow for longer breaks dispersed throughout the year.
- ⇒ If financially feasible, consider adding more school days to the academic calendar to increase instructional opportunities.
- ⇒ When operating a hybrid model coordinate calendars for alignment between elementary, middle and high school to the extent possible.
- ⇒ Engage staff, students, and community for input around any significant adjustments to the school calendar.

Sample Academic Calendars

Non-traditional approaches to academic calendars (e.g., intersessional, year-round) can provide schools and districts with additional flexibility to respond to unexpected closures due to outbreaks. These samples are provided as generalizable examples to support schools and districts as they plan their calendar for the 2020-21 school year:

- [A sample generic intersessional calendar](#)
- [A sample generic “year-round” academic calendar](#)

Instructional Schedules for all Instructional Models

Scheduling may result in schedules that vary between schools in a district (especially if schools within the same district are operating under different instructional models).

Elementary School Instructional Schedules

Recommended

- ⇒ Design schedules that prioritize meeting the needs of students experiencing disabilities, students who qualify for English Language Development services, and for students identified as Talented and Gifted.
- ⇒ Schedule students with specialized instructional needs and strengths (e.g., ELD, special education) in a manner that ensures access to core instruction and general education peers.
- ⇒ Schedule students, to the extent possible, in a manner that minimizes the need for introducing additional cohort groups (see section 1d).

- ⇒ Consider designing schedules to maximize well-rounded learning opportunities, including access to physical education, music, health, art, etc., where appropriate safety considerations can be maintained.
- ⇒ Create as much consistency and predictable routine as possible, especially for the youngest learners.

Secondary (Middle and High) School Instructional Schedules

Recommended

- ⇒ Design schedules that prioritize meeting the needs of students experiencing disabilities, students who qualify for English Language Development services, and for students identified as Talented and Gifted.
- ⇒ Design schedules that prioritize the needs of students who need credits to meet graduation requirements.
- ⇒ Schedule students with specialized instructional needs and strengths (e.g., ELD, special education) in a manner that ensures access to core instruction and general education peers.
- ⇒ Consider designing schedules to maximize well-rounded learning opportunities, including access to physical education, music, health, art, CTE, etc., where appropriate safety considerations can be maintained.
- ⇒ Schedule electives and lunches to maintain or reduce cohort groups to the extent possible (see section 1d).
- ⇒ Limit passing periods to the extent possible. If passing periods are needed, consider staggering them by cohort or extending the time for these periods to provide additional capacity for physical distancing for On-Site or Hybrid instructional models.
- ⇒ Consider staggering bell schedules by cohort to minimize interactions between cohort groups for On-Site or Hybrid instructional models.

5d. Instructional Considerations

It is critical to focus attention on accelerating learning by investing in relationships, honoring student voice, and designing integrated learning around grade-level or above standards. In contrast to remediation efforts, which perpetuate low expectations and lead to disparate outcomes, students who access accelerated learning and advanced coursework demonstrate consistently higher learning outcomes, increased engagement, and agency.

Recommended on Curriculum and Instruction

- ⇒ Prioritize the most essential standards.
- ⇒ Establish clearly stated learning goals and outcomes based on grade-level [Oregon State Standards](#).
- ⇒ Integrate culturally sustaining quality instructional strategies and materials (e.g., [Tribal History/Shared History](#)).
- ⇒ Design curricular experiences that utilize authentic and deeper learning experiences to engage students. Provide opportunities for students to meet the standards in non-traditional ways such as through student-driven projects that honor student identity and context.
- ⇒ Implement opportunities for students to earn credit by proficiency.

- ⇒ Design experiences using research-based design principles, such as [Universal Design for Learning \(UDL\)](#), that improve access to learning for all participants.

Recommended on Assessment

- ⇒ Use assessment to celebrate student strengths, identify needs, document learning as it progresses, and verify student performance in comparison to levels of expectation or proficiency.
- ⇒ Implement assessments that are embedded in instructional practices to identify progression towards grade-level content knowledge and skills that need attention.
- ⇒ Collect varied evidence of learning related to student strengths and interests. Provide multiple ways for students to show what they know.
- ⇒ Prioritize descriptive feedback that provides students with actionable next steps.
- ⇒ Evaluate goals and objectives based on progress markers for students supported through an IEP or 504 Plan.

5e. Safeguarding Student Opportunity Clause

Schools and districts should design instructional models while continuing to follow the Safeguarding Student Opportunity Clause from Distance Learning for All. The Safeguarding Student Opportunity Clause attempts to mitigate negative impact to students' learning pathway or access to a high school diploma as a result of the spring 2020 school closure. The disproportionate and severe impact of the pandemic on students and families must be recognized, and districts must afford every student opportunities to regain their learning stride during this pandemic.

Required

- Guarantee a full academic learning experience through Comprehensive Distance Learning for any student who may not be accessing On-Site or Hybrid instruction due to health-related issues.
- Do not make a decision for any student for the 2020-21 school year that limits opportunity based on performance during spring 2020 school closure (final term of 2019-20 school year). This includes progress in a course sequence, grade promotion or retention, placement in an advanced course, access to sports, access to clubs/career and technical student organizations, or forecasting opportunities.
- Do not retain or hold back any student due to impacts of the spring 2020 school closure (final term of 2019-20 school year).
- Develop a [Credit-Earning Assurance Plan](#) with students and families by the end of September 2020, for any student who has received "Incomplete(s)" (or local equivalent) during the final term of the 2019-20 school year. Credit-Earning Assurance Plans may include but are not limited to academic support courses, consolidated/combined content courses, personalized academic tutoring, summer school, online course offerings, peer tutoring, zero period learning opportunities, and/or project-based learning opportunities. Complete Credit-Earning Assurance Plans prior to the beginning of the 2021-22 school year.
- Hold students who received an "Incomplete" (or local equivalent) during the final term of the 2019-20 school year to the same (not higher) standards of essential learning for any course they are making up in their Credit-Earning Assurance Plan.

5f. Instructional Activities with a Higher Risk for Disease Spread



Figure 6: Instructional Activities with a Higher Risk for Disease Spread

[PDF version](#) of Figure 6

Opportunities to engage students in a well-rounded education often requires hands-on, interactive and physical activities (e.g., laboratory activities, band, choir, theater, career and technical education (CTE), physical education). As such, these activities may put students and staff at a higher risk for COVID-19 spread and may require modifications or specific health and safety protocols to protect staff and students.

Required

- For any course, learning experience, or school activity that falls under this category, districts must carefully consider Public Health Protocols (see section 1) and Facilities and School Operations (see section 2). To the extent possible, modifications to the learning experience, course, or physical space should be made.
- Follow [Instrument Cleaning Guidelines](#) for any music course where instruments are used.

Recommended

- ⇒ Use markings on the floor and/or a student workstation to reinforce physical distance requirements.
- ⇒ Host class or portions of a class outside to increase physical distancing.
- ⇒ Develop safe alternatives or substitutes for live performances, science labs, CTE performance assessments, etc.



6. Family and Community Engagement

Note: Private schools are not required to comply with this section.

6a. Partnership in Planning

Required

- ☐ All Districts receiving Title Grant Awards of any kind, not solely Title XI, are required to consult with tribal organizations.
 - **IN GENERAL.**—To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency’s submission of a required plan or application for a covered program under this Act or for a program under title VI of this Act. (20 USC § 7918)

Recommended

- ⇒ Collaborate with students, families, community-based organizations, tribes (see Tribal Consultation), and other partners in planning.
- ⇒ Engage early in the process, build a collaborative partnership for moving forward, and plan for additional engagement opportunities to support the iterative development.
- ⇒ Elevate student voice in designing the educational spaces/experiences; inform decisions based on their voices and expertise as people very intimately involved in and familiar with the education process.
- ⇒ Consider developing consultation and/or engagement processes, or leveraging community voice from other recent processes ([Distance Learning for All Family Engagement](#), [Distance Learning for All Community-Based Organization Engagement](#), the [Student Investment Account \(SIA\) Planning Process](#), the [Student Success Community Engagement toolkit](#)).
- ⇒ Use input to make equity-based decisions that prioritize recovery for those most impacted by the COVID-19 pandemic and the spring 2020 school closure (consider using the [decision tool](#) to help refine difficult decisions).
- ⇒ Coordinate with agencies providing food and financial assistance, public benefits, physical and mental health care, etc. so schools can provide information about how to access these resources.
- ⇒ Engage families in contributing to an inclusive school climate, including student belonging, student engagement, supportive relationships, wellbeing, and addressing racism, xenophobia, sexual harassment, and other forms of bullying and harassment.
- ⇒ **Tribal Consultation:** The American Indian/Alaska Native (AI/AN) population is about 1.4% of the total population in Oregon. The AI/AN population in Oregon has been disproportionately impacted by COVID-19. This includes the nine federally recognized tribes in Oregon and other tribal nations with whom American Indian/Alaska Native youth and communities identify. Tribes are geographically

dispersed, and may need time to convene and engage in district and school equity work. Many tribes have Education Departments and a director who can connect the district to its parents and community members. Information on the tribes including contact information is available on the [Oregon Tribal](#) webpage. Tribes are sovereign governments. Sovereignty describes the inherent right of Native American Nations to exercise self-governance. In Oregon, tribes interact independently in government to government relationships with other tribes, the federal government, states, and counties. Tribes also interact with districts, cities, municipalities, businesses, non-profits, higher education institutions, and other non-governmental organizations. While not all tribes choose to exercise all powers as a sovereign government, the right to self-govern is inherent to tribes. 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.

6b. Communication

Required

- Communicate any information related to reentry for the 2020-21 school year to multilingual families in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English ([Civil Rights Fact Sheet](#)).
- Communicate the *Operational Blueprint for Reentry* and instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
 - Post to school and district website, or ESD website if there is no school or district website.
 - Send notification to all families before the start of school.

Recommended

- ⇒ Present the *Operational Blueprint for Reentry* at an open virtual and/or televised meeting, with the opportunity for two-way communication.
- ⇒ Develop a district-wide communication strategy to reach all families.
 - Develop a user-friendly, multilingual website for families to receive up-to-date information, engage with educational resources, and request support.
 - Make communications and resources available for families without internet access.
 - Leverage community wrap-around services, including partnerships with local civil rights organizations, faith-based organizations, non-profits, and relevant media outlets, so information reaches every population.
- ⇒ Stay in close communication with students and families.
 - Establish common, district-wide systems for communicating with every student and family (via email, phone, or text message) in the family's primary language; connect students and families with school and community supports and services when needed.
 - Discuss student progress with students and families on a regular basis; prioritize family outreach for students who are not yet demonstrating progress or engagement.



7. Mental, Social, and Emotional Health

Mental health encompasses social, emotional, cognitive, and behavioral health, and is centered within a continuum of care that provides for the safety, security, and social connection needs of students, families, and school staff. Mental health is grounded in four, interconnected pillars of practice: trauma-informed care, social emotional learning, racial equity, and strengths-focused, evidence-based or field-tested prevention and intervention programs. It is important to recognize that COVID-19 impacts staff and students differently based on race, age, culture, and/or role. Attending to the wellbeing of staff and students is a necessary prerequisite when planning instruction for the 2020-21 school year.

Note: Private schools are not required to comply with this section.

7a. Planning

Required

- Mobilize crisis response team to address mental, social and emotional health including [suicide](#), [grief and trauma](#), [child abuse](#), [substance use](#), and [youth trafficking](#) within the current context; familiarize staff with [Lines for Life](#) remote suicide risk assessment and safety planning services for schools (503-575-3760), and [OHA's Telehealth Tips for Clients with Suicide Risk](#).

Recommended

- ⇒ Engage mental health professionals and other staff with specialized training in decision-making regarding student [mental health service and support delivery and needs](#).
- ⇒ Check on the well-being of staff regularly, especially those disproportionately impacted by COVID-19. Teachers are likely to be experiencing increased stress as they consider returning to the school building, implementing new procedures, and increased uncertainty about shifting instructional models.
- ⇒ Engage in frequent contact with students previously identified as requiring mental and emotional support, or known to have significant life challenges.

7b. Resources and Strategies

Recognize and acknowledge the stress and trauma that students, families, and staff have experienced and may continue to feel during the school year; [normalize their experience](#) and prioritize time to process.

Required

- Where available, make contact information or a list of contacts of school and [community-based](#) mental and emotional health services and supports and School Based Health Centers available to students, families, and staff.

Recommended

- ⇒ Provide opportunities for skill-building in areas including social emotional learning (SEL), stress-reduction, and trauma-sensitive and culturally- and linguistically-responsive practices.
- ⇒ Make mental health resources accessible; emphasize strengths-based, resilience-focused offerings. Include culturally-specific resources.
- ⇒ Establish partnerships with local agencies and community-based organizations to provide additional services.
- ⇒ Strengthen [telemental health](#) offerings.
- ⇒ Establish a safe environment and partner with staff, students, and parents to identify and address bullying (including cyberbullying) and harassment.
- ⇒ Incorporate SEL Curriculum at all grade levels and in all instructional models.



8. Staffing and Personnel

It is important that staff are supported through reentry. Provide ongoing professional learning and communication so staff have the most-up-to date understanding of all ODE and OHA guidance.

Note: Private schools are not required to comply with this section.

8a. Supports

Required

- Support school personnel who meet criteria for high-risk populations (see section 1b).
- Develop protocols for communicating possible COVID-19 exposure to staff.

Recommended

- ⇒ Coordinate with internal supports and/or local organizations to provide for staff members' social and emotional well-being.
- ⇒ Properly communicate leave notification requirements in federal and state laws to staff members.
- ⇒ Develop and review a return-to-work protocol; develop a plan to protect the safety and well-being of all staff, including physical distancing and isolation protocols (see section 1).

8b. Public Health Training

Required

- Review the *Operational Blueprint for Reentry* with all staff.
- Train all staff on updated protocols, policies, and guidelines to adhere to physical distancing requirements and recommendations outlined in this guidance and the *Operational Blueprint for Reentry*.

- Provide ongoing training to staff on new building procedures, cleaning protocols, and COVID-19 safety requirements.
- Train all staff on how to access ODE/OHA updates and review requirements.
- Educate all school personnel to know and recognize the most likely symptoms of COVID-19 and how to protect students and staff from transmissions.
- Train staff on confidentiality requirements under FERPA, HIPAA, and local policy regarding student and staff health information, including a COVID-19 diagnosis.

8c. Professional Learning

Recommended

- ⇒ Provide opportunities for coaches, mentors, and administrators to expand or refine skills in supporting staff in Hybrid and Comprehensive Distance Learning environments. Leverage the expertise of early adopters and nurture teacher leadership opportunities to lead professional learning.
- ⇒ Include professional learning that supports social emotional learning and trauma-informed care practices that are culturally responsive and sustaining.
- ⇒ Offer opportunities for professional learning on creating an inclusive, caring, and supportive school culture with particular attention to discussing strategies to address anti-Asian discrimination and bias against students/staff who have had COVID-19.
- ⇒ Provide educators with training and support to deliver high-quality online instruction (technical and adaptive aspect) while building long-term capacity for online instruction as a primary or supplemental instructional tool.
- ⇒ Support educators in adapting lessons and differentiating instruction in virtual environments; accessing instructional materials and technology; and using online platforms to connect with students, including built-in accommodations and features that increase accessibility.

Future Updates

A purposeful iterative process creates the conditions to maintain safety, transparency and continuous improvement in service to students, families, and school staff. This is the first iteration of *Ready Schools, Safe Learners*. This guidance is designed to support districts in planning for the 2020-21 school year. As contexts change and needs evolve, we will continue to update this guidance and link it to the [Ready Schools, Safe Learners webpage](#).

We want to hear from you! We are constantly monitoring for impacts on safety, education, equity, social emotional and communications. Let us know where you have questions, where you need clarification, help us identify missing components, or offer suggestions for improvement to the guidance by [participating in our feedback survey](#). Thank you!

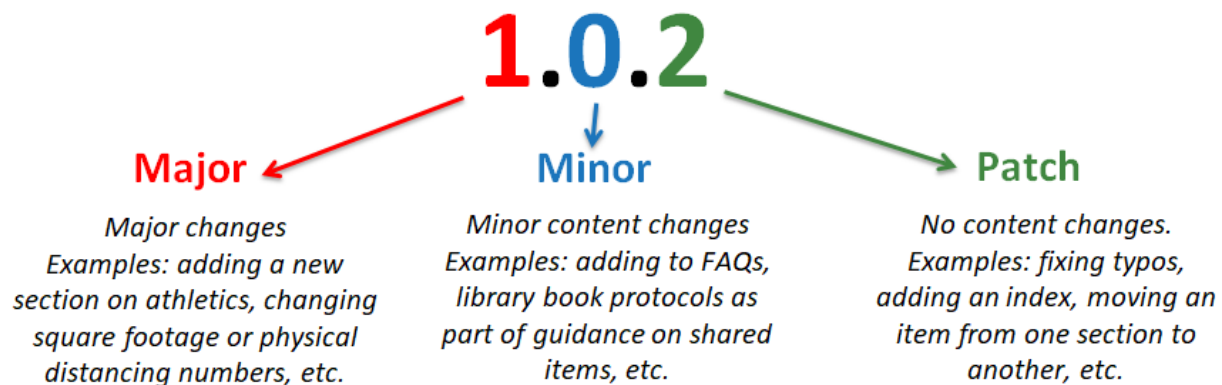
Ready Schools, Safe Learners will continue to be updated based on:

- The continuing impacts of COVID-19 and the state’s evolving mitigation efforts as directed by Governor Brown and the Oregon Health Authority.
- Input from educators, students, families, and community partners.
- An ongoing review of equity impacts.
- Learnings from efforts being rolled out in other states and countries.

Ready Schools, Safe Learners guidance is not yet complete. For example, specific guidance for pre-kindergarten programs, Comprehensive Distance Learning, safety drills, athletics and activities, boarding programs, and more will be included in future updates. ODE is committed to sharing updates to the guidance on the following dates:

- Tuesday, June 30
- Tuesday, July 21
- Tuesday, August 11
- Future dates will be added to this list

All updates will be dated and marked with version numbers. We will replace previous versions on the [Ready Schools, Safe Learners webpage](#). Updates to new versions will be named at the top of the document. The following version tracking protocol will be used:



Glossary

Asynchronous Learning: Students engage with the same content at different times. More likely in a distance learning environment.

Campus: For the purposes of this document, a school campus is considered to include all locations in which both district personnel and students are physically present for the purpose of delivering and receiving instruction.

Clear Plastic Barriers: A clear plastic or solid surface that can be cleaned and sanitized often. In a school setting, be careful to avoid or address barriers with sharp edges.

COFA: Compact of Free Association (COFA) is an international agreement establishing and governing the relationships of free association between the United States and the three Pacific Island sovereign states of the Federated States of Micronesia (FSM), the Republic of the Marshall Islands (RMI), and Palau.

Contact Tracing: Identification of persons who may have come into contact with an infected person and collection of further information about these contacts. Contact tracing helps stop chains of disease transmission.

Community-Based Organizations (CBO): CBOs are driven by and representative of a community or a significant segment of a community and work to meet community needs and amplify strengths.

Credit-Earning Assurance Plan: Procedures put in place by school districts to provide students with opportunities to earn credit for courses marked as “Incomplete” during the final term of the 2019-20 school year.

Deeper Learning: A set of competencies that help schools develop relevant, meaningful, and engaging learning. See the [Deeper Learning Hub](#) and [Deeper Learning for All](#) from the Alliance for Excellent Education for information and resources.

Empathy Interviews: Sitting with a single student, family, or community member and creating space and time to listen deeply to their story and experiences. Typically, the process involves asking open ended questions followed by prompts such as “tell me more...” or “what was that like for you.” A [broad overview](#) can be found from D-school and High Tech High Graduate School of Education has a [full Protocol](#).

Face Covering: A cloth, paper, or disposable face covering that covers the nose and the mouth; may or may not be medical-grade.

Face Masks: Medical-grade face masks in this document. RNs and other medical providers should refer to OHA for updated information.

Face Shield: A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.

Hand Hygiene: Washing with soap and water for 20 seconds or using an alcohol-based hand sanitizer with 60-95% alcohol.

High-Risk Categories: The CDC [has identified](#) age ranges and underlying factors that may leave a population at higher risk for severe illness from COVID-19.

Immunocompromised: Having an impaired or weakened immune system.

Intersession Calendar: School calendars that include longer breaks dispersed throughout the year. The calendar has longer breaks throughout the year, and may start at an earlier date and/or end at a later date.

Nursing Dependent: Students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.

Medically Complex: Students who may have an unstable health condition and who may require daily professional nursing services.

Medically Fragile: Students who may have a life-threatening health condition and who may require immediate professional nursing services.

Physical Distancing: Maintenance of at least six feet of space between persons. Also known as social distancing.

Personal Protective Equipment (PPE). The personal protective equipment required for medical personnel. RNs and other medical providers should refer to OHA for updated information.

Project-Based Learning: A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Schedules: Several common terms related to apportionment of *instructional time* are listed below.

- Academic Calendar: Total number of days of instructional delivery in the school year.
- Instructional Schedule: Hour-by-hour organization of the instructional day. At the secondary level, this is sometimes referred to as the “bell schedule.”
- Instructional Time: Defined in OAR 581-021-0102(30).

Social Emotional Learning (SEL): The process through which children and adults learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Stable Cohort: A group of students who are consistently in contact with each other. Also known as a stable cohort group.

Synchronous Learning: Students engage with the same content at the same time. Synchronous learning is more likely in an in-person environment, but opportunities for synchronous learning should be prioritized in all instructional models.