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READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020-21

Oregon
Health
Authority

READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020-21

- Guidance Overview - Sections # 1-4
- Tips and examples from Pilot Districts
- Breakout Groups: By Size

SERIES ONE:

- Guidance Overview
For Superintendents and
Central Office Leaders
- June 16 1:00-4:00 (Sections 1-4)
- June 18 1:00-4:00 (Sections 4-8)

SERIES TWO:

- Guidance Overview
For Principals
- June 19 1:00-4:00
- June 22 1:00-4:00 (Repeat Session)

READY SCHOOLS, SAFE LEARNERS

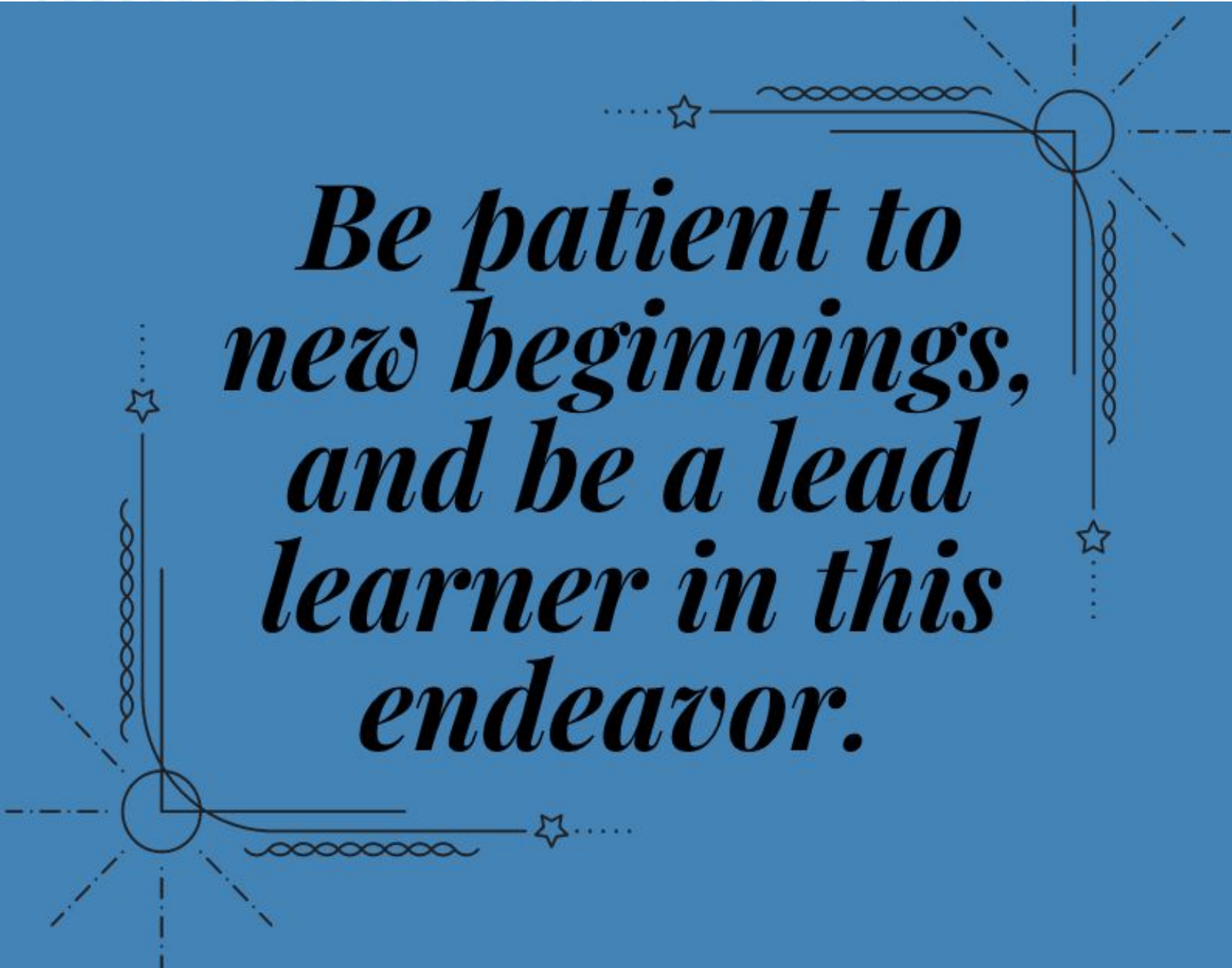
GUIDANCE FOR SCHOOL YEAR 2020-21

SERIES THREE:

- Workshop: Operational Blueprint
For Principals and Leadership
- Elementary: Tuesday, June 23 9:00-
12:00/ 1:00 - 4:00
- Middle: Wednesday, June 24 9:00-
12:00/1:00 - 4:00
- High Schools: Thursday, June 25 9:00-
12:00/1:00 - 4:00

SERIES FOUR:

- For Principals and Leadership
- Ongoing Support- hosted by ESD TA
providers



*Be patient to
new beginnings,
and be a lead
learner in this
endeavor.*

Session 1 - AGENDA

COSA - Craig Hawkins, Morgan Allen

Section 1 Guidance Overview

PUBLIC HEALTH PROTOCOLS

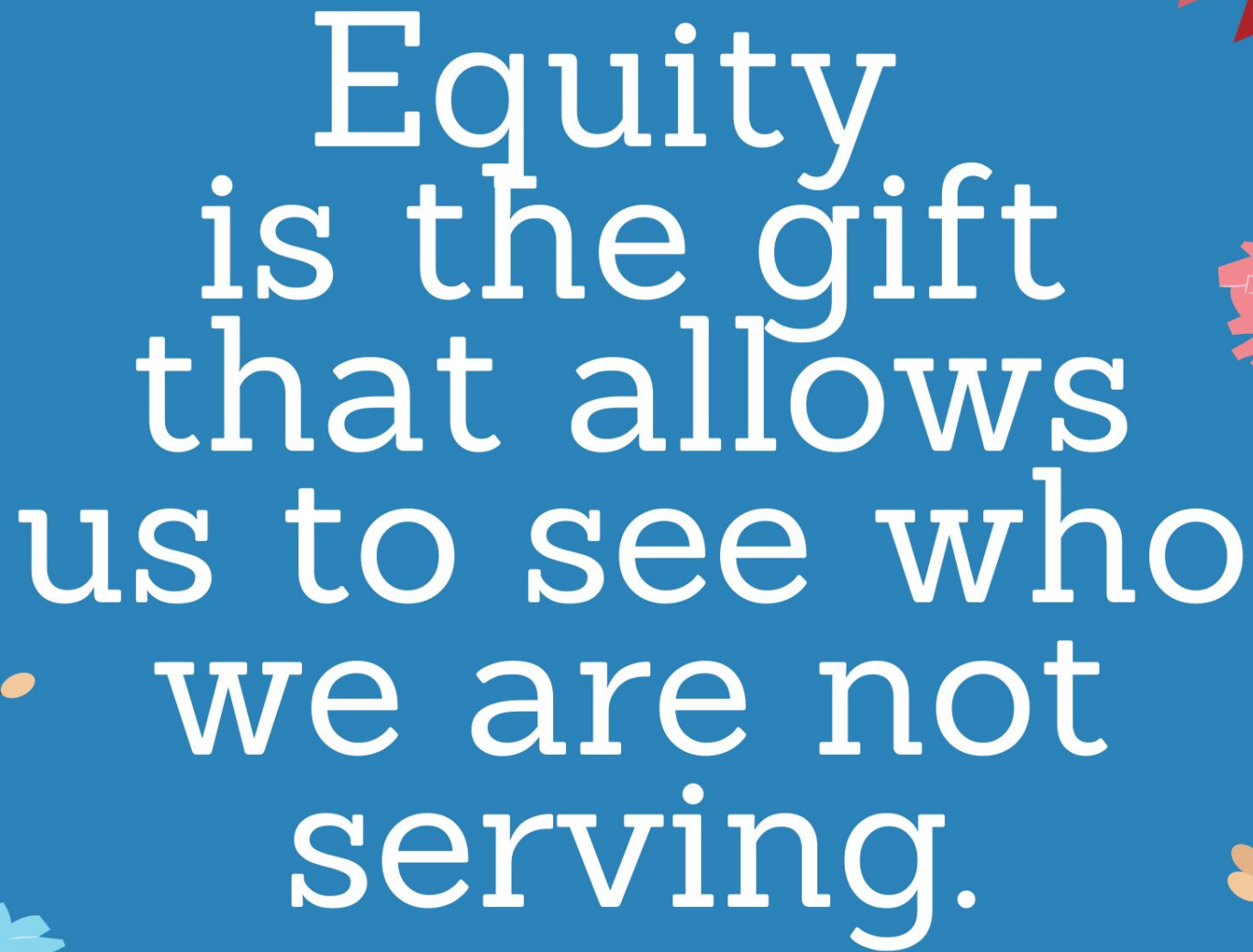
Breakout Group Discussion

Section 2 Guidance Overview

FACILITIES & SCHOOL OPERATIONS

Breakout Group Discussion

Section 3 & 4 Guidance Overview

A vibrant blue background featuring a group of diverse cheerleaders on the left and right sides. The cheerleaders are depicted in various poses, some holding pom-poms. The top corners are decorated with triangular bunting flags in shades of blue and red. The central text is written in a clean, white, sans-serif font.

Equity
is the gift
that allows
us to see who
we are not
serving.

CARMEN XIOMARA URBINA

Focusing on Equity

Approaching system change through an equity lens means **decision-makers explicitly evaluate the impact system change will have on underserved student groups in the decision making process**. This helps educators and decision-makers recognize institutional and systemic barriers and discriminatory practices that have limited student success in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students of color with a particular focus on racial equity.[3]

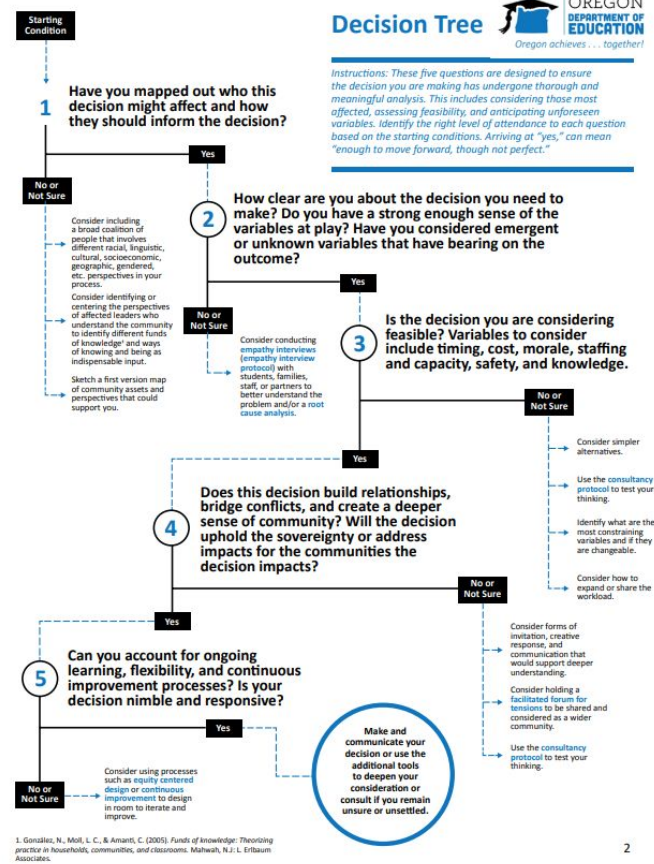
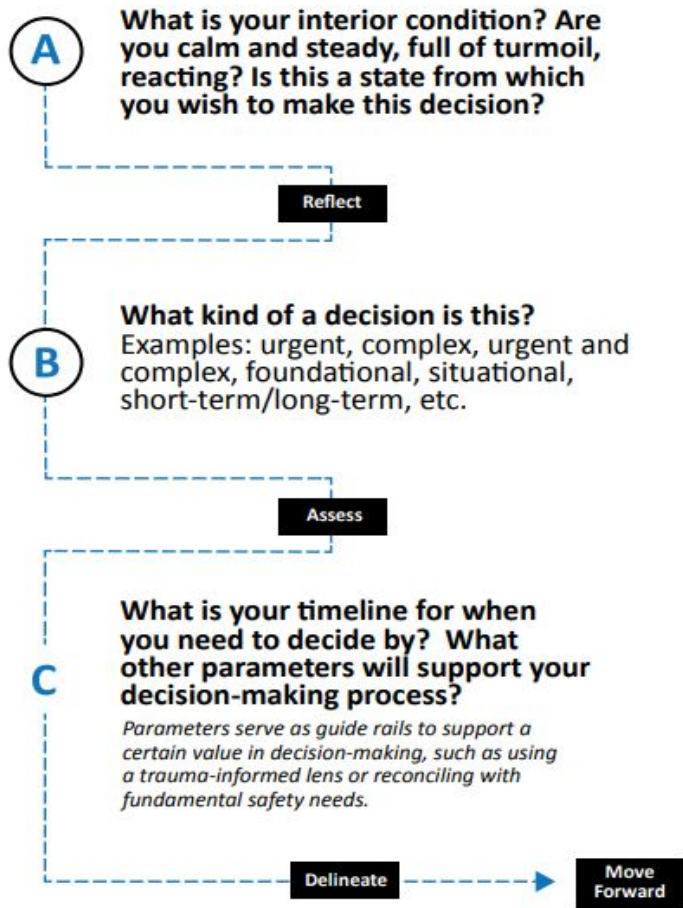
It is critical that we deeply consider the importance of naming, understanding, and elevating the **strengths** of each student, so that we can identify instructional practices, mindsets, norms, and other systemic barriers that prevent those strengths from being built on.

- QEM Report 2020

Focus on Equity

THROUGHOUT THE PLAN,
PRIORITIZE LEARNING WITH
AN EQUITY FOCUS.

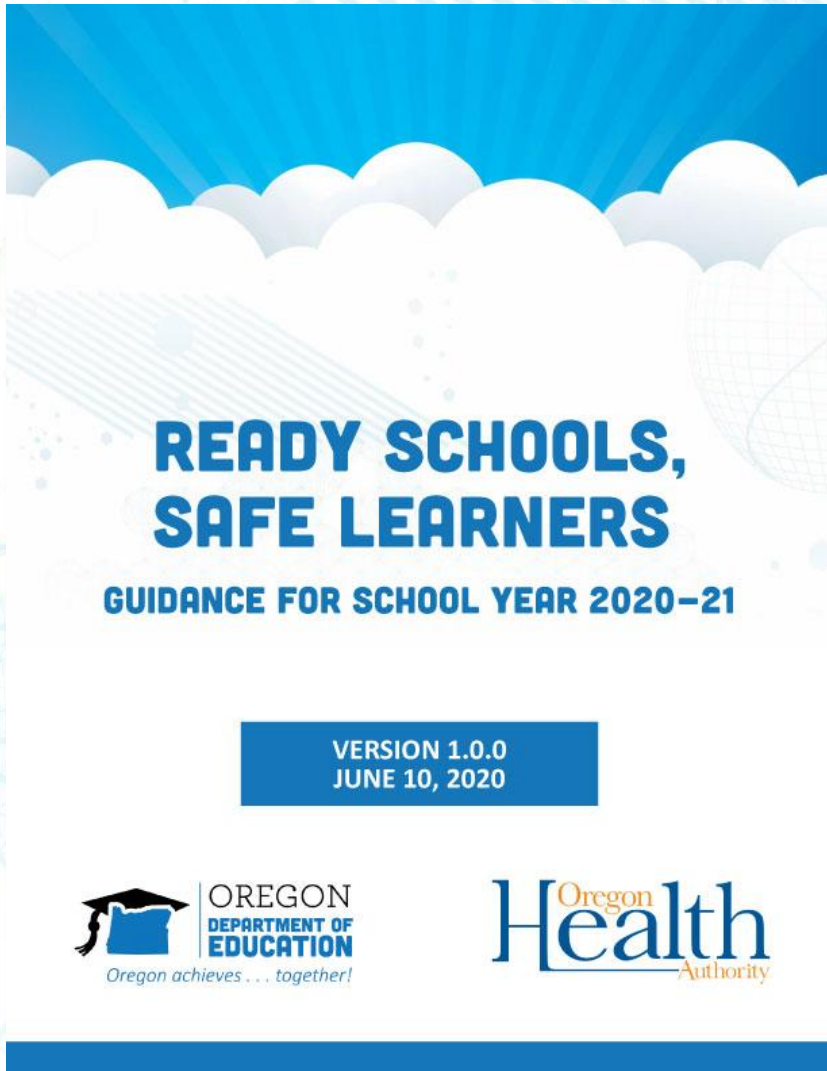
Decision Tools



Decision Tools: Tree, Deepening Questions AND a Consultancy Protocol

Guidance Format

Critical Step – Preparation



- 8 sections
- Graphics and tools
- *Operational Blueprint* template
- Sample plans
- Resources and research
- Communications tools
- Version Control



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GUIDANCE: WHAT IT IS

- Maintaining Wellness and Safety for Staff and Students in Returning to Schools
- School Buildings, Physical Distancing and Cohorts
- Equity
- Connections & Relationships
- Innovations



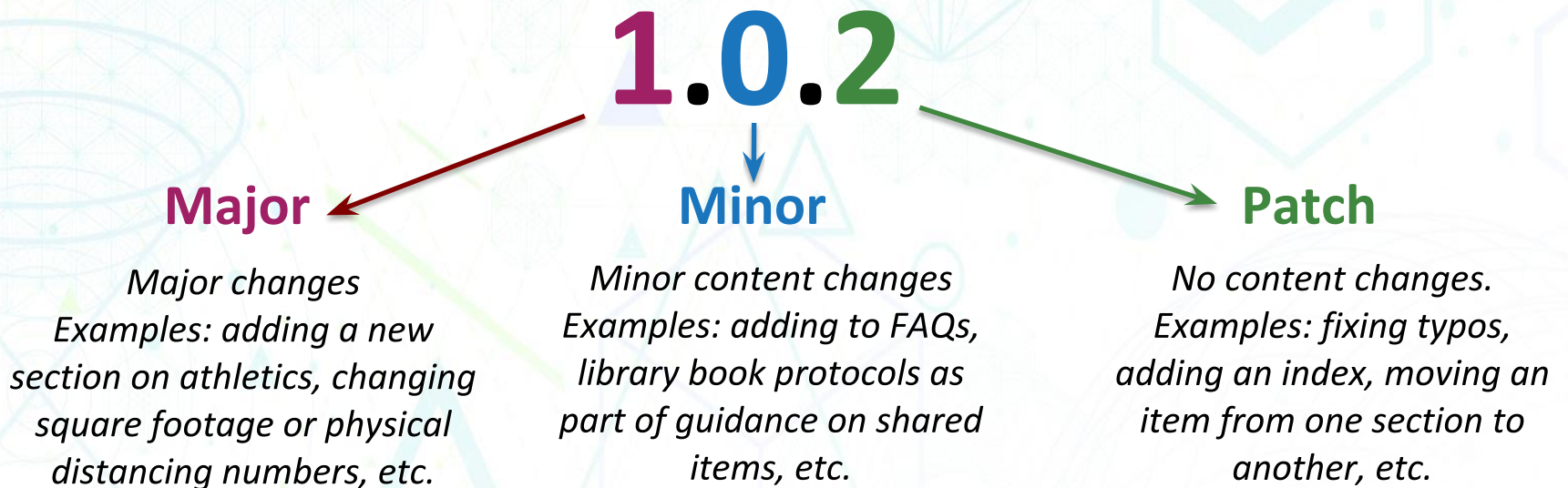
GUIDANCE: WHAT IT IS NOT

- A Manual for Classroom Instructional Practices
- A Guide for Special Education Procedures or High-Risk Populations
- A Guide for athletics or sporting events
- A Guide for Comprehensive Distance Learning
- A Guide to manage Collective Bargaining Agreements

The 2020-21 School Year Guidance is designed to take us through the school year. It will necessarily be updated through the summer and into the school year:

All updates will be dated and replace the previous version.

Updates to new version will be named at the top of the document.



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.

Critical Steps for Completing the Operational Blueprint for Reentry

Plan Development (Continued)

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.

Operational Blueprint

Critical Step – Preparation



OPERATIONAL BLUEPRINT FOR REENTRY



**1. PUBLIC HEALTH
PROTOCOLS**



**2. FACILITIES AND
SCHOOL
OPERATIONS**



**3. RESPONSE TO
OUTBREAK**

5. INSTRUCTION



**6. FAMILY AND
COMMUNITY
ENGAGEMENT**



4. EQUITY



**7. MENTAL, SOCIAL,
AND EMOTIONAL
HEALTH**




**8. STAFFING AND
PERSONNEL**

Due August 15th, 2020



Operational Blueprint

Critical Step – Plan Development

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE's *Ready Schools, Safe Learners* guidance, each school has been directed to submit a plan to the district¹ in order to provide onsite and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's, or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the *Ready Schools, Safe Learners* guidance document as they complete their Operational Blueprint for Reentry. ODE's requirements plan development is inclusive of but not limited to school-based administrators, teachers and staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation² and others for purposes of providing expertise, practical information sharing and carrying out plan implementation.

- Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	
Key Contact Person for this Plan	
Phone Number of this Person	
Email Address of this Person	
Names and position/titles of those who informed the plan	
Local public health official(s) or official(s) Name of person Designated to establish, implement and enforce Physical Distancing Requirements	
Intended Effective Dates for this Plan	USD Region
- Please list efforts you have made to engage your community (public health information sharing, using feedback on planning, etc.) in preparing for school in 2020-21. Include information or engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.
- Indicate which instructional model will be used. This does not apply if you are an online school or virtual public charter school and had a virtual online instructional model already in place pre COVID 19.
Select One:
 On-Site Learning Hybrid Learning Comprehensive Distance Learning

¹ For the purposes of this guidance, "school" refers to all public schools, including public charter schools, public virtual/distance schools, alternative education programs, public schools and the Oregon School for the Deaf. For more details, "school" will be used to identify all instructional settings.
² For the purposes of this guidance, "tribal" refers to a school district, education service center, public charter school sponsored district, virtual public charter school operating in tribal state sponsored public charter school, alternative education program, private school, and the Oregon School for the Deaf.
³ Tribal consultation is a process that comes from stakeholder engagement, consultation requests and efforts, tribal rights of self-government and tribal sovereignty, and includes state government to work with American Indian nation via government-to-government methods.

<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a> by August 15 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Describe the steps taken to ensure the school meets the guidance criteria and requirements for Comprehensive Distance Learning, once released by ODE no later than June 30, 2020.


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Operational Blueprint

Critical Step – Plan Development

1d. COHORTING	
OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Where feasible, establish stable cohorts: stable cohort groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort group, the less risk to the spread of disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> Each school must have a system to ensure contact tracing (daily logs) among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohort groups (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral bathrooms. <input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interacting with different stable cohorts.	
1e. PUBLIC HEALTH COMMUNICATION	
OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> • Consider sharing school protocols themselves. <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close/sustained contact with a confirmed case. <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community.	
1f. ENTRY AND SCREENING	
OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • 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 here. • Emergency signs <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms 	

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ASSURANCES


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

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


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




4. Equity




5. Instruction



6. Family and Community Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline	
If a District/School cannot meet the requirements from the sections above, provide a plan and timeline to meet the requirement.	
List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>

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Operational Blueprint

Design Process

READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020–21

REQUIRED

Each Section has required Elements for On-Site, Hybrid, and Comprehensive Distance Learning.

CONSIDER

Throughout the guidance you will see key recommendations for each section. Evaluate each carefully with your team.

STEP
1

REVIEW ALL MATERIAL

Focus first on areas in guidance that are required.

STEP
2

STEP
3

NOTICE

Within most of the required Elements, you will see the terms "where feasible" or "when possible".

STEP
4

STEP
5

PLAN

Establish the instructional model. Focus on equity, students underserved, and community needs.



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GUIDANCE: WHAT ARE THE BOARD & POLICY IMPLICATIONS?

- Help the Board and Community Understand the Guidance
- Review the Current Board Policies – GBCB/JHCC
- Align the Policies with the Communicable Disease Management Plan for COVID-19
- Re-adopt the Policies, where necessary
- Include Charter Schools in your overall planning

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.



READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020-21

Focus

Requirements

To Get School Started

COMMUNICABLE DISEASE
MANAGEMENT PLAN



PLAN FOR STUDENTS
IN HIGH-RISK
CATEGORIES



MAINTAIN 6 FT
BETWEEN PEOPLE



HAND WASHING
BEFORE EVERY MEAL



ESTABLISH STABLE
COHORTS



SCHOOLS SCREEN
FOR PRIMARY
SYMPTOMS





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READY SCHOOLS,
SAFE LEARNERS
GUIDANCE FOR SCHOOL YEAR 2020-21

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COMMUNICABLE DISEASE MANAGEMENT PLAN

THIS CAN BE PART OF A LARGER
DISTRICT PLAN; MUST NOW CONTAIN
COVID-19 PROTOCOLS

HIGH-RISK POPULATIONS

MUST FULLY SERVE
STUDENTS IN HIGH RISK
POPULATIONS, INCLUDING
MEALS.

Section 1 Critical Areas

PHYSICAL DISTANCING

35 SQ.FT PER PERSON ON
ROOM CAPACITY. STRIVE TO
MAINTAIN 6 FT BETWEEN
INDIVIDUALS

COHORTING

ADHERE TO 35 SQ FT PER PERSON
SYSTEM IN PLACE FOR TRACKING
COHORTS AND INDIVIDUALS

PUBLIC HEALTH

PROTOCOLS IN PLACE TO
COMMUNICATE WITH THE LPHA,
STUDENTS, FAMILIES, AND STAFF
ABOUT WHEN A NEW/CONTACT
CASE HAS OCCURRED.

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.



Operational Blueprint Tools



READY SCHOOLS, SAFE LEARNERS GUIDANCE FOR SCHOOL YEAR 2020-2021

Check out the guidance for the 2020-21 School Year!

[Ready Schools, Safe Learning Version 1.0.0 is available](#)



About the 2020-21 School Year

[Basic Overview](#)

[Message from Education & Health Leaders](#)

[Links to District Planning](#)



Community & Engagement

[For Families](#)

[For Students](#)

[Engagement Resources](#)

[Elevating Student Voices](#)



School Leaders

[Operational Blueprint Template](#)

[Submit District Website](#)

[Sample Plans](#)

[Decision Tools](#)

[Frequently Asked Questions](#)

[Communications Toolkit](#)

[Comprehensive Distance Learning](#)



Resources & Research

[Presentations](#)

[Mental Health Resources](#)

[Curated Library](#)

[State By State](#)

[Governor's Office](#)

[Oregon Health Authority](#)

[Centers for Disease Control](#)



ENTRY AND SCREENING

HAND HYGIENE STATIONS
UPON ENTRY TO
BUILDING.

SCREEN FOR COVID-19
SYMPTOMS VISUALLY
UPON ENTRY.

FACE COVERING, FACE SHIELDS

REQUIRED FOR STAFF WHO WILL BE IN CLOSE CONTACT
(LESS THAN 6 FEET) WITH STUDENTS, AND/OR WHO ARE
OUTSIDE OF THE COHORT GROUP. REQUIRED FOR BUS
DRIVERS AND STAFF PREPARING MEALS.

Section 1 Critical Areas

ISOLATION MEASURES

ISOLATION PROTOCOLS MUST BE IN PLACE FOR
SURVEILLANCE AND ASSESSMENT OF STUDENTS AND
STAFF.

TRANSPORTATION PROCEDURES NEED TO BE ESTABLISHED
FOR TRANSPORTING SOMEONE HOME OR TO A
HEALTHCARE FACILITY WHEN ISOLATION IS NEEDED.

VISITORS AND VOLUNTEERS

FOLLOW ALL DISTANCE
REQUIREMENTS, HAND
HYGIENE, CONTACT
LOGS, AND SCREENING
PROCESSES.

RESTRICT NON-
ESSENTIAL VISITORS.

Face Coverings



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



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



Clear plastic barriers: A clear plastic or solid surface that can be cleaned and sanitized often.



All staff are recommended to wear face shields or face coverings. Staff who are regularly within 6 ft of others are required to wear them.



Bus drivers and staff preparing and/or serving meals are also required to wear face coverings.



Students who choose not to wear face coverings must be provided access to instruction.



If a staff member requires an accommodation for the face covering or face shield requirements, work to minimize their contact with others.

Reinforce and Support Instruction

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.

Superintendent Tips and Strategies for Completing Blueprint Plans

- **Heidi Sipe, Umatilla School District**
- **Koreen Barreras-Brown, Colton School District**

Breakout Session #1

Conversations Starters ...

- **What area of this section do you need the most help with or find the most challenging?**
- **What ideas do you have for navigating elements of this section that might be helpful to others?**
- **Physical distancing and cohorting have created a lot of discussion. What are ideas for effectively implementing these elements?**



ENROLLMENT

DO NOT UN-ENROLL STUDENTS FOR NON-ATTENDANCE IF THEY ARE HIGH-RISK OR PART OF A VULNERABLE POPULATION.

ARRIVAL AND DISMISSAL

FOLLOW PHYSICAL DISTANCING AND COHORTS, HAND HYGIENE AND CONTACT TRACING LOGS. STAGGER ARRIVAL AND OR DISMISSAL TIMES.

DON'T FORGET SCREENING.

Section 2 Critical Areas

ATTENDANCE

FOLLOW GUIDANCE.

REVIEW NEW PROCEDURES WITH SCHOOL TEAMS.

SCHOOL SPECIFIC

PROTOCOLS IN PLACE FOR HAND WASHING, MOVEMENT OF STUDENTS, AND BUILDING SANITATION.

POLICIES IN PLACE FOR PERSONAL EQUIPMENT.



CLASSROOMS/ REPURPOSED LEARNING SPACES

DESKS AND SEATS 6 FEET APART,
CONSISTENT SEATS. AVOID SHARING
COMMUNITY SUPPLIES. FREQUENT HAND
WASHING AND HAND SANITIZER.

TRANSPORTATION

INCLUDE
TRANSPORTATION IN THE
PLANNING. PROTOCOL
FOR CLEANING AND
DISINFECTING BUSES.
DRIVERS ARE REQUIRED
TO WEAR FACE SHIELDS
OR COVERINGS.

Section 2 Critical Areas

CLEANING, DISINFECTION, VENTILATION

FACILITIES CLEANED AND
DISINFECTED DAILY.
PROTOCOL FOR
MAINTAINING AIR
CIRCULATION.

PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

PROTOCOLS FOR CLEANING EQUIPMENT. WASH
HANDS BEFORE AND AFTER PLAYING WITH
PLAYGROUND EQUIPMENT. DESIGN ACTIVITIES
WITH PHYSICAL DISTANCING IN MIND.

MEAL SERVICE NUTRITION

INCLUDE FOOD SERVICE STAFF IN PLANNING
FACE COVERINGS REQUIRED FOR STAFF
SERVING MEALS STUDENTS MUST WASH HANDS
BEFORE AND AFTER MEALS ADEQUATE
SANITATION BETWEEN MEALS.



RIDING THE BUS



Buses will be cleaned frequently with cleanings between routes and focus on frequently touched surfaces.



Drivers will wear face shields or face coverings.



Parents will be informed of practical changes to services.



There will be visual screening of students. If a student displays symptoms, provide a face shield or face covering and keep student at least 6 ft away from others. Keep logs and inform the school.



READY SCHOOLS, SAFE LEARNERS GUIDANCE FOR SCHOOL YEAR 2020-21



ENTRY & SCREENING

NO TESTING OR CONTACT TRACING WILL BE DONE BY SCHOOLS OR STAFF



All schools will develop plans and procedures to ensure screening before students enter the bus or school.



Screen (visually or through confirmation) all students and staff for symptoms on entry to both bus & school every day. Upon entry, hand washing with soap and water or an alcohol-based hand sanitizer is required.



Direct students and staff to stay home if they, or anyone in their living spaces, have COVID-19 symptoms.



Any student or staff known to have been exposed to COVID-19 within 14 days will be restricted from entry to the bus or school.



Superintendent Tips and Strategies for Completing Blueprint Plans

- **Jodi O'Mara, Mapleton School District**
- **George Mendoza, LaGrande School District**

Breakout Session #2

Conversations Starters ...

- **What area of this section do you need the most help with or find the most challenging?**
- **What ideas do you have for navigating elements of this section that might be helpful to others?**
- **Cleaning, Disinfecting, and Ventilation and Transportation have created a lot of discussion. What are ideas for effectively implementing these elements?**



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PREVENTION AND PLANNING

COORDINATE WITH THE LOCAL PUBLIC HEALTH AUTHORITY (LPHA). ESTABLISH AN EMERGENCY RESPONSE FRAMEWORK WITH STAKEHOLDERS.

Section 3 Critical Areas

RESPONSE

FOLLOW THE DISTRICT/SCHOOL EMERGENCY RESPONSE PROTOCOL.

COORDINATE WITH THE LPHA.

CONTINUE TO PROVIDE MEALS.

RECOVERY AND REENTRY

FOLLOW LPHA GUIDANCE FOR OUTBREAK RESPONSE. FOLLOW DISINFECTING PROCEDURES PRIOR TO RETURNING. CONTINUE TO PROVIDE COMPREHENSIVE DISTANCE LEARNING. COMMUNICATE WITH FAMILIES.

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.

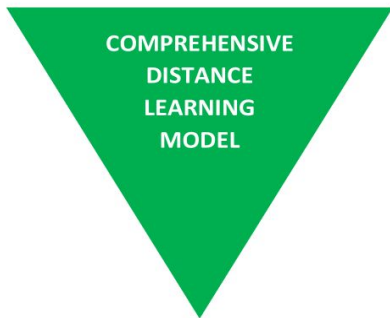


Should school operate with an On-site or Hybrid instructional model for the 2020-21 school year?

- ✓ Will school be able to meet the requirements for health and safety outlined for Public Health Protocols (section 1), Facilities and School Operations (section 2) and Response to Outbreak (section 3) in *Ready Schools, Safe Learners*?

IF YES

IF NO



Has district/school engaged in planning and developed an Operational Blueprint for Reentry?

- ✓ Has school completed the Operational Blueprint for Reentry?
- ✓ Has school submitted the blueprint to local school board and posted it on school and district website?
- ✓ Does district have a written Communicable Disease Management Plan for COVID-19?

ALL YES

ANY NO



Is school ready to welcome staff and students in the building?

- ✓ Are school's safety procedures and monitoring protocols fully in place and ready to be implemented?
- ✓ Has school provided necessary public health training to staff?
- ✓ Has school communicated final plan to families?

ALL YES

ANY NO



OPEN AND MONITOR

See additional guidance in the event of an outbreak.

Higher Risk Activities

What's in the Guidance: Key Concepts to Highlight Critical Step – Plan Development

INSTRUCTIONAL ACTIVITIES WITH A HIGHER RISK FOR DISEASE SPREAD

Laboratories



Career and
Technical Education



Performing Arts



Physical Education



We can provide ready
schools that are safe places
for learners, staff, and
their families.

Looking Ahead

Thursday's Continuation of Series 1

- ❑ Connecting the Dots of the Blueprint
- ❑ Family and Community Engagement
- ❑ Mental, Social, and Emotional Health
- ❑ Staffing and Personnel
- ❑ Instruction



Feedback and Request

Section 1 of 5

Exit Slip



Form description

My district's size is:

- 0-999 students
- 1000-4999 students
- 5000-9,999 students

https://docs.google.com/forms/d/e/1FAIpQLSd76do2ZTXByi7mT3Vfv_1BDEmcTCOx0jguXX2pqpyw-9wA/viewform

Guidance Overview

Critical Step – Preparation

Ready Schools = Safe Learners

- Provides clear **statewide** *requirements and recommendations* for health, safety, equity, and instruction
- Places the design and decision-making at the **local level**
- Delineates process for local and state submission of *Operational Blueprints*
 - Assures a plan is in place prior to opening
 - Allows it to be shared with interested local and state stakeholders
 - Provides for quick resolution of concerns and complaints

Preparation

1. Read the **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.

Note: *The guidance applies to public schools, public charter schools, private schools, and alternative education programs*

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 6, including Tribal Consultation](#)) to complete the *Operational Blueprint for Reentry*.
6. Submit the *Operational Blueprint for Reentry* to your local school board.

Local Flexibility & Responsibility

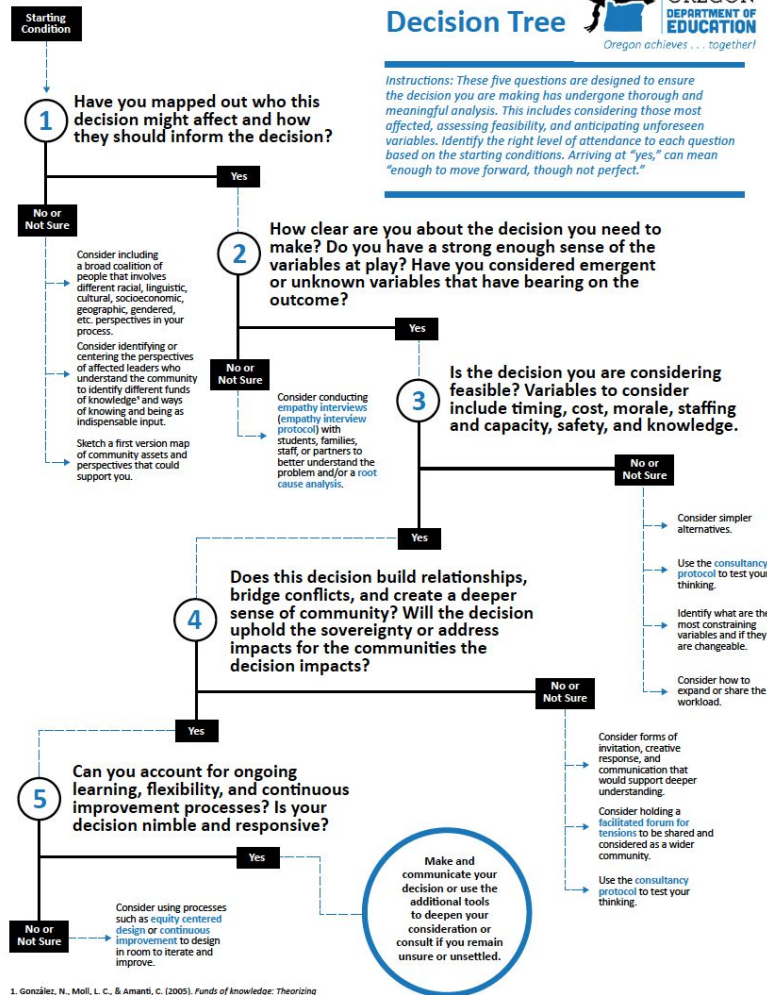
Critical Step – Plan Development

“You don’t make the timeline. The virus makes the timeline.” – Dr. Anthony Fauci

- We will be living with the virus until there is immunity, which is many months off.
- The primary tools we have are physical distancing and hygiene.
- Every restriction we lift increases the opportunity for transmission and will increase cases.
- Individual plans should be based on the distinct strengths and needs of each district and community

Decision Tools

Critical Step – Plan Development



1. González, N., Moll, L. C., & Amanti, C. (2005). *Funds of knowledge: Theorizing practice in households, communities, and classrooms*. Mahwah, N.J.: L. Erlbaum Associates.

Resources:

- Decision Tools
- Curated Library
- Blueprint Template
- Sample Plans
- Communication Toolkit

What's in the Guidance: Key Concepts to Highlight

- Include transportation departments (and associated contracted providers, if used) in planning for return to service.
- Buses and transit stations are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus.
- Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing.
- 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 facial shields, or their equivalent.
- 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 facial coverings).

Our state's future depends on
the education, health, and
wellbeing of today's children.



Section 2a-2e: Critical Focus Areas

2a	Enrollment	<ul style="list-style-type: none">Do not disenroll students for non-attendance if they are high risk or part of a vulnerable population
2b	Attendance	<ul style="list-style-type: none">Follow guidance as listed
2c	Technology	<ul style="list-style-type: none">Maintain physical distances when distributingFollow cleaning requirements in section 2d
2d	School Specific Functions/Facility Features	<ul style="list-style-type: none">Protocols in place for handwashing, movement of students, and building sanitationPolicies in place for personal equipment
2e	Arrival and Dismissal	<ul style="list-style-type: none">Follow physical distancing and cohorts, hand hygiene and contact tracing logsStagger arrival and or dismissal times

Section 2f-2k: Critical Focus Areas

2f	Classrooms/Repurposed Learning Spaces	<ul style="list-style-type: none"> • Desks and seats 6 feet apart, consistent seats • Avoid sharing community supplies • Frequent hand washing and hand sanitizer use
2g	Playgrounds, Fields, Recess, and Breaks	<ul style="list-style-type: none"> • Protocols for cleaning equipment • Wash hands before and after playing with playground equipment • Design activities with physical distancing in mind
2h	Meal Service/Nutrition	<ul style="list-style-type: none"> • Include food service staff in planning process • Face coverings required for staff serving meals • Students must wash hands before and after meals • Adequate sanitation between meals
2i	Transportation	<ul style="list-style-type: none"> • Include transportation in the planning process • Protocol for cleaning and disinfecting buses • Drivers required to wear face shields or coverings
2j	Cleaning, Disinfection, and Ventilation	<ul style="list-style-type: none"> • Facilities are to be cleaned and disinfected daily • Protocol for maintaining air circulation
2k	Health Services	<ul style="list-style-type: none"> • Include school nurses and SBHC staff in development of plans • Maintain prevention oriented health services program for all students

Sections 1f-1i: Critical Focus Areas

1f	Entry and Screening	<ul style="list-style-type: none">• Hand hygiene stations upon entry to building• Screen for COVID-19 symptoms visually upon entry• Procedure in place for symptomatic students to isolate/exit and return to school when applicable
1g	Visitors/Volunteers	<ul style="list-style-type: none">• Follow all distance requirements, hand hygiene, contact logs, and screening processes.• Restrict non-essential visitors
1h	Face Coverings/Face Shields/and Clear Plastic Barriers	<ul style="list-style-type: none">• Required for staff that will in close contact (less than 6 feet) with students, who are outside of the cohort group.• Required for bus drivers and staff preparing meals
1i	Isolation Measures	<ul style="list-style-type: none">• Isolation protocols must be in place for surveillance and assessment of students and staff• Transportation procedures for transporting someone home or to a healthcare facility

Sections 3a-3c: Critical Focus Areas

3a	Prevention and Planning	<ul style="list-style-type: none">• Coordinate with the Local Public Health Authority (LPHA)• Establish an emergency response framework with stakeholders
3b	Response	<ul style="list-style-type: none">• Follow the district/school emergency response protocol• Coordinate with the LPHA• Continue to provide meals
3c	Recovery and Reentry	<ul style="list-style-type: none">• Follow LPHA guidance for outbreak response• Follow disinfecting procedures prior to returning• Continue to provide comprehensive distance learning• Communicate with families

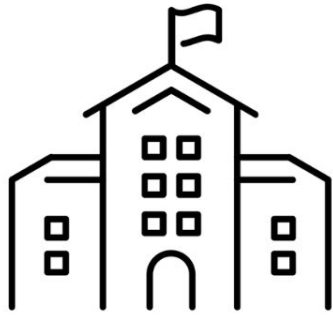
Sections 4a-4b: Critical Focus Areas

4a	Equity: Principles in Action	<ul style="list-style-type: none">• Review and apply school's equity stance, principles, and/or commitment• Utilize the equity decision tools
4b	Decision Making that Centers Equity	<ul style="list-style-type: none">• Utilize the equity decision tools

INSTRUCTIONAL MODELS

2020-21 SCHOOL YEAR

ON-SITE



Students Safely Learn In School

All students have access to in-person instruction in accordance with public health requirements.

HYBRID



Students Safely Learn In School and Away from School

Student groups have access to in-person instruction using staggered schedules and/or prioritizing certain grades, courses, and/or programs, in accordance with public health requirements. On-Site instruction is supplemented by Comprehensive Distance Learning.

COMPREHENSIVE DISTANCE LEARNING



Students Safely Learn Away from School

All students are engaged in learning through Comprehensive Distance Learning. Instruction occurs remotely with very limited exceptions for in-person supports.



RESPONSE TO OUTBREAK

Districts, schools, and programs need to flexibly plan to use multiple models throughout the school year to meet evolving health conditions. Even when the primary plan is through an On-Site or Hybrid learning model, Short-Term Distance Learning may be required due to outbreaks.

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.

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 support your ongoing efforts towards ongoing COVID-19 mitigation efforts.

Guidance Roll-out

Critical Step – Ongoing Efforts

Communicating with Students:

- People everywhere in Oregon are thinking about how to make sure school is safe for you so you can learn.
- School leaders have been given information and guidance to design how your schools will open this fall.
- Your teachers and districts benefit from your ideas, imagination, and your patience.
- As we learn more, the requirements for how your school learning is organized might keep changing.
- You can learn more at this ODE website or reach out to your teachers or school counselors for more information.

Guidance Roll-out

Critical Step – Final Plan Submission

Communicating with Families & Community:

- Families are essential partners in this planning and need a clear understanding regarding the preparations
- The guidance describes what we know now, and there will be updates
- There are still opportunities for input
- Public school will work under the direction of the school district to develop an *Operational Blueprint for Reentry*
- By August 15 or before the beginning of the school year, submit to local school board and make it available to the community on the school/district website.

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.