

READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020–21

VERSION 3.7.5
AUGUST 18, 2020



OREGON
DEPARTMENT OF
EDUCATION

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Release Notes

Summary of changes to recent versions of *Ready Schools, Safe Learners*

In addition to this chart, any substantial changes in this version have been marked up in *green italics* to help track changes. The use of italics and a different color is for meeting accessibility requirements and does not signal any specific emphasis or importance. Changes made since version 3.7.4 released on Tuesday, August 11 are **highlighted in bold** in the chart below.

Page Number	Section	Summary of Change or Addition
10	Overview	Added example that outlines the fact that schools will move from CDL to Hybrid and On-Site approaches.
11-12	Overview	Clarifications about private school requirements under Inclusive Guidance. Changed requirements to sections “0-3” for private schools not providing services to children experiencing disabilities on behalf of public agencies.
13	Overview	Complete set of guidance and support information.
14	Operational Blueprint	Introduced language that addressed the requirement for submitting an operational blueprint whether in CDL, On-Site, or Hybrid models.
15	Operational Blueprint	Adjusted preparation step for Operational Blueprint to reference review of state and community COVID019 metrics in section 0.
17-24	0a	Updated full section. New language in 0d6.
25	1a	Separate bullet added to note that all logs and information must be provided to LPHA.
26	1b	Updated high-risk population list based on revised guidance from the CDC.
27	1b	Added requirement that PPE should be made available to nurses and other health providers of medically fragile, complex and nursing-dependent students.
30	1d	Added cohorting clarifications including recommended smaller sized cohorts when possible.

30	1d	Footnote added to clarify the grade-level academic content standards referenced.
31	1f	Clarification that staff should also be screened before entering school.
31	1f	Clarified some recommendations, noting “Planning for COVID-19 Scenarios in Schools” table should be referred to.
33	1h	Clarified that face coverings are preferred over face shields, but face shields remain acceptable.
33	1h	Added that individuals can remove face coverings when working alone in private offices.
33	1h	Added additional requirements around what to do if a student removes a face covering.
33	1h	Clarified that schools may not charge fees for providing face coverings to students.
33	1h	Added that schools must provide access to face coverings for all students to ensure equitable access to instruction.
35	1h	Clarified that districts must consider whether a student’s inability to wear a face covering is related to a disability, if they’re not served under a 504 or IEP.
35	1h	Clarified face coverings don’t need to be worn by children not yet in grade kindergarten or up.
35	1h	Clarified language to limited in-person instruction from on-site instruction.
36	1i	Clarified recommendation, noting “Planning for COVID-19 Scenarios in Schools” table should be referred to.
36	1i	Added information about what to do in the event there are two sick kids.
36	1i	Added recommendation for making community based health supports available to families.
37	2a	Provided additional guidance on the 10 day drop requirement.
38	2a	Added requirements for trying to engage students who have been absent more than 10 days.

38	2a	Added requirement about required documentation when enrolling students from other schools.
38-40	2b	Expanded on requirements and recommendations for student attendance.
38	2b	Clarified that online schools must meet CDL attendance standards.
40	2b	Added Tribal Attendance Promising Practices (TAPP) website link.
40	2b	Added recommendation to prioritize CTE and Accelerated Learning opportunities.
41	2c	Added recommendation to provide digital citizenship instruction and resources.
41	2c	Added telehealth policy recommendation.
42	2e	Clarified hand sanitizer requirements.
43	2g	Added elevators to list of spaces to limit to a single person and maintain six feet of distance.
44	2h	Added food, drink, and meal requirements.
45	2i	Increased detail on what to do when a symptomatic student is on a bus.
46	2j	Added language on ventilation, air filtration, and HVAC system performance.
47	2k	Added language on dental screenings and preventative dental services
48-49	2m	New section added on School Emergency Procedures and Drills.
50-53	2n	New section added on Supporting Students who are Dysregulated, Escalated, and/or Exhibiting Self-Regulatory Challenges.
52-53	2n	New information added on restraint and protective physical intervention.

54	3a	Increased clarity regarding requirements and planning for outbreak scenarios in schools.
54	3b	Added new requirements to follow isolation and outbreak protocol and provide continuous services and implement CDL.
54	3c	Figure 3 updated to reflect considering new county and state metrics when determining reentry plan.
60	5a	Added requirement that Division 22 instructional time rules.
60	5a	Worded the requirement to be inclusive of CDL and Hybrid models, versus exclusive of On-Site models.
61	5a	Added recommendation to provide educators with google voice or connection to school phone for “office hours.”
61	5b	Included community metrics information when selecting an instructional model.
62	5b	New Figure 4 graphic with more information in “response to outbreak” section.
62	5b	Updated PDF link of Figure 4.
65	5b	Clarified planning requirement for comprehensive distance learning within the on-site instructional model.
63-64	5b	Embedded updated hybrid design information as queued up in last iteration of the guidance.
64	5b	Clarified language to limited in-person instruction from on-site instruction.
64	5b	Clarified Comprehensive Distance Learning Model language to include that district must plan for CDL in the event of an outbreak.
64-65	5b	Rewrite of the Comprehensive Distance Learning Model.
65	5b	Additional requirements added under Comprehensive Distance Learning Model.
-	5b	Deleted figure 6, Short-Term Distance Learning graphic.

67	5c	Additional information provided on the requirement of teacher-facilitated time for the learning day.
70	5d	Shifted curriculum and instruction recommendation to requirement.
70	5d	Added additional assessment, grading and reporting progress requirements for statewide assessments and ELPA Screener.
71	5e	Added a requirement to Safeguarding Student Opportunity Clause.
72	5e	Added Credit-Earning Assurance Plans requirement.
72	5e	Clarified safeguarding student opportunity requirement to be consistent with Comprehensive Distance Learning.
73	5f	Clarified that all Ready Schools, Safe Learners guidance must be followed along with the program specific requirements offered in this section. Added athletics guidance .
74	5g	New section added to incorporate graduation 2020-21 and postsecondary transition.
76	6b	Added that Operational Blueprint for Reentry and instructional model should be shared with out-of-school time partners.
77	6b	Added additional communication recommendations.
77-79	6c	New section added on before and after school programs.
79-82	7	Added strengths-based integrated model of mental health and recommendations for application. Guidance for trauma-informed, equity-centered, SEL-oriented MTSS service delivery.
82	8a	Added physical and mental health a recommendation.
86-87	Glossary	<p>“Outbreak” further defined to include “In the context of this document, an outbreak is two unrelated COVID-19 cases in the same cohort.”</p> <p>Updated “Social Emotional Learning” and added “Trauma-Informed.”</p>



A Message from the Directors

Ready Schools, Safe Learners

From July 22, 2020

Six weeks have passed since we first released Ready Schools, Safe Learners guidance for school leaders across Oregon. When we wrote our first letter describing the initial release of the guidance, we named that we couldn't yet have all the answers for school in the fall, but we would commit to tracking Oregon's COVID-19 impacts, learning from a variety of inputs, and iterating the guidance through the summer. We're confident that this update shows our continued evolution to support public health and safety, mitigate risks from the spread of COVID-19, and create learning opportunities for students that are both responsive and relevant to the moment.

Updates in this guidance include expanded face covering requirements for students in Kindergarten and above, as well as all staff (face covering guidance may continue to change as we align across sectors and respond to COVID-19 spread in Oregon). Importantly, we also more clearly explain cohorting as a risk mitigation strategy with a firm limit on cohort size. We have clarified the roles of local public health authorities, school districts, and state leaders in determining when school facilities need to close due to an outbreak of COVID-19. And we have improved the definitions and designs of the instructional models by significantly clarifying and distinguishing between expectations of engagement, reporting of attendance, and meeting instructional time requirements. The application of an equity lens and the digestion of real-time equity impacts continue to inform every aspect of our efforts.

The Ready Schools, Safe Learners guidance places tremendous responsibility at the hands of local school and health officials with state oversight to protect the health of all Oregonians. Each version of guidance has been written specifically for those who are actively planning and will implement how learning will be supported in the coming school year—school leaders, superintendents, principals, business managers, with specific attention to teacher leaders and support staff. As a highly detailed, technical document, it may be complex as the general public, families, and students try to make sense of the information it contains to anticipate how their particular schools will decide to proceed.

School and learning don't happen out of the context of community. Finding shared understanding and shared direction can best happen at the local and immediate level of communities across the state. This guidance informs and creates the parameters for those conversations that should happen between local public health officials, school leaders, board members, educators, staff, students, families, and community-based culturally-specific organizations, as well as other sectors from faith to philanthropy. Everyone's voice matters and must be balanced with statewide considerations to protect the public's health. We have provided a set of [decision-making tools](#) that can assist in deepening local engagement in order to arrive at the most viable decisions for each place.

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 this 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 essential elements including Public Health Protocols; Equity; Instruction; and Family and Community Engagement. By August 17 or prior to the beginning of the 2020-21 school year, the Operational Blueprint for Reentry must be submitted to the local school board (or private school operator), the local public health authority, and ODE; the blueprint must also be made available to the community online.

Every school, under the direction of the district, determines whether they teach all students on-site, teach all students through comprehensive distance learning or utilize a hybrid model. A communicable disease management plan is also required and should be developed through close coordination between the schools, school districts, and the local public health authorities.

Though not included in this version of Ready Schools, Safe Learners Guidance; in the coming weeks we will release a set of guideposts, protocols, and public health indicators that will help determine the best instructional model for a given zip code or county. Data about readiness of local healthcare systems and the state of local COVID-19 rates will help inform school decisions about when to move to On-Site or Hybrid models of instruction.

We know COVID-19 has had a disproportionate impact on Black, Indigenous, and students of color, as well as people navigating poverty and the elderly. There's no easy solution to resolve existing inequities, and ODE and OHA continue to work closely together to develop solutions with an understanding of the research evidence and implementation challenges needed to support the school year ahead for everyone in schools. We continue to learn on a daily basis about COVID-19 and how school systems are responding across the US and in nations across the world. Our teams continue to scour that information for ways to improve what we've put forward while keeping in mind the values and guiding principles we've used to guide decision making.

As ODE and OHA continue to work hand-in-hand, we express deep gratitude to the school leaders and everyone collaborating with them to support learning in the year ahead. As they work tirelessly over the summer, they have hundreds of consequential decisions to make with lives and learning in the balance. This moment calls for the best of our collaborative and inclusive leadership and governance. Safety and wellness, connectivity and relationship, equity, and innovation continue to be a focus guiding our collective efforts to resolve challenges and find solutions for physical and mental health, learning, digital infrastructure, nutrition, and transportation.

With gratitude for all of this hard work, as well as each difficult decision and collaborative solution ahead of us. #ReadySchools #SafeLearners

Sincerely,









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



Patrick Allen
Director of the Oregon Health Authority

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Overview

Authority and Effective Dates

The Oregon Department of Education (ODE), in coordination with the Oregon Health Authority (OHA), is updating the Ready Schools, Safe Learners guidance for the 2020-21 School Year in accordance with Governor Brown's Executive Order 20-29. This guidance is effective July 1, 2020 and will remain in effect through June 30, 2021 unless replaced by updated guidance.

Districts and schools, 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.

Decisions about when or how schools need to respond to an outbreak of COVID-19 involve collaboration across multiple jurisdictions. If part or an entire school needs to close to in-person instruction and transition from On-Site or Hybrid Instructional models to *Comprehensive* Distance Learning models as a matter of public health, *or return from Comprehensive Distance Learning Models to Hybrid or On-Site models*, it is also important that educators, students, families, and the general public have a clear understanding of how decisions are made and who makes those decisions.

When determining if part or an entire school needs to close, schools should work in a collaborative manner with Local Public Health Authorities (LPHAs). LPHAs are vital partners to advise and consult on health and safety in schools with school officials but in general decisions of public health at the local level reside with school and district officials. There can be exceptions within local law and any additional authorities should be clarified at the local level.

Additionally, the authority of an educational governing body or school employee to close a school facility and shift to distance learning may vary depending on what governance structure is in place and the type of school. This guidance covers the most common governance structures:

School districts: School district boards have the authority to close district facilities and transition to distance learning. Boards have generally delegated to the Superintendent of the school district the ability to make this decision.

Education service districts: Education service district boards have the authority to close education service district facilities and transition to distance learning. Boards have generally delegated to the Superintendent of the education service district the ability to make this decision. If a facility is utilized by students from component school districts the ESD should also collaborate with those component school districts about how to continue to serve students.

Public charter schools: Public charter school boards have the authority to close a charter school facility and transition to distance learning. Boards have generally delegated to the Director of the charter school the ability to make this decision. However, such a decision should also be made consistently with the charter of the school which may require additional steps such as notice to the school's sponsor. Additionally, a sponsor of a public charter school may terminate the charter agreement of a school and close the school if the school is endangering the health and safety of students.

Oregon School for the Deaf: The Director of the Oregon Department of Education has the authority to close the Oregon School for the Deaf and transition students to distance learning.

Private schools: The authority to close a private school and transition to distance learning varies depending on the governance structure of the school.

If a Local Public Health Authority has concerns about public health in a given school within the operation of this guidance or in response to an outbreak and the school or district disagree, these concerns may be elevated to the State Public Health Director or the Director of the Oregon Department of Education.

The State Public Health Director at the Oregon Health Authority has broad authority to close a facility that presents a public health risk.

The Director of ODE also has authority to close a school facility within existing state laws and within the scope of Executive Order 20-29. ODE also has the authority to address any complaints raised regarding practices that do not confirm with the requirements in this guidance and take other actions. These actions include the potential to withhold State School Fund (SSF) payments if needed and as a means of last resort.

ODE and OHA will be developing common statewide protocols for a variety of scenarios, in collaboration with LPHAs, schools, and districts, over the next several weeks to improve coordination and shared understanding of how to respond to cases and outbreaks of COVID-19.

Disclaimer: This guidance does not constitute legal advice and may not 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 school settings that 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). Public schools also include Juvenile Detention Education Programs (JDEP) and Youth Correction Education Programs (YCEP), as defined by ORS 326.695; the Oregon School for the Deaf, as defined by ORS 346.010; and Long Term Care and Treatment Programs (LTCT), as defined by ORS 343.961. This guidance also applies to 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).

This guidance also applies to private schools which include private or parochial schools that have applied, will apply, or have previously been approved to provide special education services to children experiencing disabilities referred by a public agency for any length of time, as defined by OAR 581-015-260.

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, 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, the Oregon School for the Deaf, Juvenile Detention Education Programs (JDEP), Youth Correction Education Programs (YCEP) and Long Term Care and Treatment Programs (LTCT), Pediatric Nursing Facilities, and Community Transition Programs for 18-21 year old students. Where these programs are co-located with, or otherwise share the same space as, a K-12 school setting, program staff can choose to utilize the Operational Blueprint developed by that school or to create their own. School leaders must ensure that every Oregon student’s health and safety is prioritized through an Operational Blueprint that identifies how requirements in this guidance will be met for their educational setting.

District sponsored programs include Private Schools providing special education services at the referral and placement by a public school or the district.

It is the responsibility of the district to ensure that all district sponsored programs utilize an Operational Blueprint, including those situated in settings other than K-12 schools.

Note: *Private Schools approved to provide services to children experiencing disabilities on behalf of public agencies must comply with all sections and supplements to this guidance. Private Schools not fitting this description must comply with sections 0-3 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 *widespread* immunity, which is many months off.
- The best tools to protect individuals are physical distancing, *face coverings*, 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 support the 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 feel safe, seen, and valued. 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.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. 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.

Complete Set of Guidance and Support

ODE's guidance for Ready Schools, Safe Learners includes the guidance and tools provided in documents titled [Comprehensive Distance Learning](#), [Ensuring Equity and Access: Aligning Federal and State Requirements](#), and [Planning for COVID-19 Scenarios in Schools](#). The documents - and the contents, tools, and links within them - work and refer to each other and are intended to be considered as whole.





Operational Blueprint for Reentry

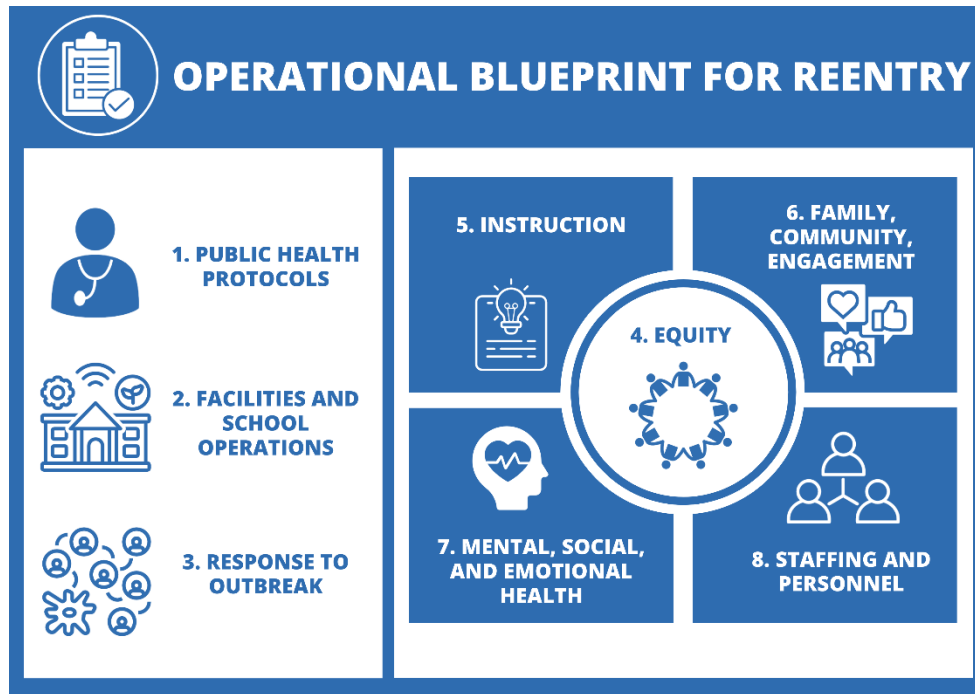


Figure 1: Operational Blueprint for Reentry

[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.

Critical Steps for Completing the Operational Blueprint for Reentry:

By August 17, 2020 or prior to the beginning of the 2020-21 school year, whichever is earlier, every school must complete an [Operational Blueprint for Reentry](#). *The requirement to complete a blueprint applies to all schools, regardless of whether they will be starting the 2020-21 school year using a Comprehensive Distance Learning, in-person, or hybrid model. The blueprint has been updated slightly*

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.

for ease of completion. Blueprints are shared with your Local Public Health Authorities when any part of a school's plan involves in-person instruction.

Preparation

1. Read this *Ready Schools, Safe Learners* guidance in its entirety.
2. Consult your [Local Public Health Authority](#) and review *section 0 of this guidance*. Schools with attendance boundaries within more than one county may need to consult multiple local public health authorities.
3. Assemble appropriate personnel within the school/district, including teachers 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. This must include a plan for all settings in the school, such as preschool and EI/ECSE classrooms or community transition programs which may be housed in other locations. 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](#).
 - a. Public school districts, ESDs, and public charter schools should compile all the school blueprints at the district level. The district should then submit the blueprints to the appropriate LPHA for each school site. School district and ESD boundaries sometimes overlap LPHA (typically county) boundaries. School districts and ESDs may be submitting plans to more than one LPHA based on the location of each school in their district.
 - b. State Sponsored public charter schools should submit directly to the LPHA.
 - c. Private schools that are part of a system of schools (E.g. Catholic schools) should compile all the school blueprints at the system level. The system operator should then submit the blueprints to the appropriate LPHA for each school site. Private school system boundaries sometimes overlap LPHA (typically county) boundaries. Private school systems may be submitting plans to more than one LPHA based on the location of each school in their district.
 - d. Private schools that operate as a single school entity should submit directly to the LPHA.
8. Your [Local Public Health Authority](#) will attest to receiving the blueprint, naming that the LPHA will be reviewing sections 1-3, and that the LPHA stands ready to work together with the school to mitigate impacts from COVID-19.

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](#) links to the final plan(s) for each school to the Oregon Department of Education.

As schools will be partnering with LPHAs on an ongoing basis, once they receive the letter from the LPHA confirming receipt and have ensured posting of the Operational Blueprint to their website and

submission to their local board and ODE, they can operate within the plan they've set forth.

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 submitted to the LPHA, the school's board, the sponsoring district, and [ODE](#).

Private Schools. Private schools must make their Operational Blueprint for Reentry available to the community on the school's website, submit a copy to the LPHA, their governance structure (board, owner/operator, director, or equivalent), and 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 if needed, and update the *Operational Blueprint for Reentry* as needed. Schools must repost updated Operational Blueprints and ensure updates are submitted to the LPHA and ODE. Reviews should include information gathered through your local real-time efforts along with changes in this guidance as it is updated with new versions. LPHAs may reach out to ask for adjustments to their Operational Blueprints at any point they think necessary during the school year.

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.

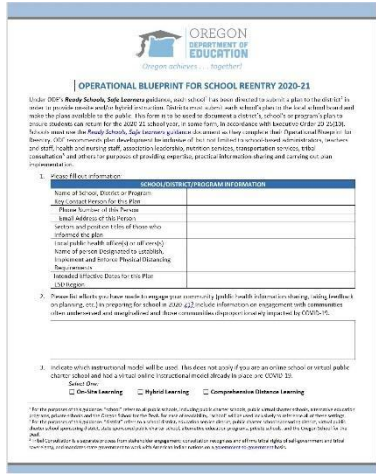
Within each of these areas, there are requirements and recommendations. Throughout this *Ready Schools, Safe Learners* guidance, required elements are marked with checkboxes (☐) and recommended elements are marked with arrows (⇒).

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

Samples of Initial Operational Blueprints for Reentry

Along with the initial Ready Schools, Safe Learners guidance, ODE provided sample Operational Blueprints for Reentry that are actual initial 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. As starting points, the sample blueprints are not updated with each new iteration of guidance and may no longer reflect the current direction of the schools/districts.



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](#)



0. Community Health Metrics

0a. Returning to In-Person Instruction Successfully

Returning to in-person instruction is one of Oregon’s highest priorities. This priority goes hand-in-hand with providing safety for our students, staff and the families they return to each day. Schools not only provide the education that Oregon’s children need to succeed, but schools also provide for social-emotional growth and support, nutritious meals, and access to medical care. Whether this schooling is provided in-person, through an On-Site or Hybrid model, will depend on many factors; most importantly the spread of COVID-19 in our local communities. Schools cannot operate on-site until it is safe to do so and we cannot create an arbitrary timeline. Dr. Anthony Fauci has said, “the virus will make the timeline.”

COVID-19 has highlighted inequities in Oregon. People of color have been disproportionately impacted by the illness. The closure of schools to in-person instruction and move to distance learning in the spring had differential impacts on children and families. Some students were not able to fully participate in education because of inability to get online. Some parents and caregivers struggled with finding child care as they had to continue to work outside the home. Some students experiencing disability and younger students had more difficulty fully participating in distance learning. As schools plan for the fall, using equity as a foundation for decisions is critical.

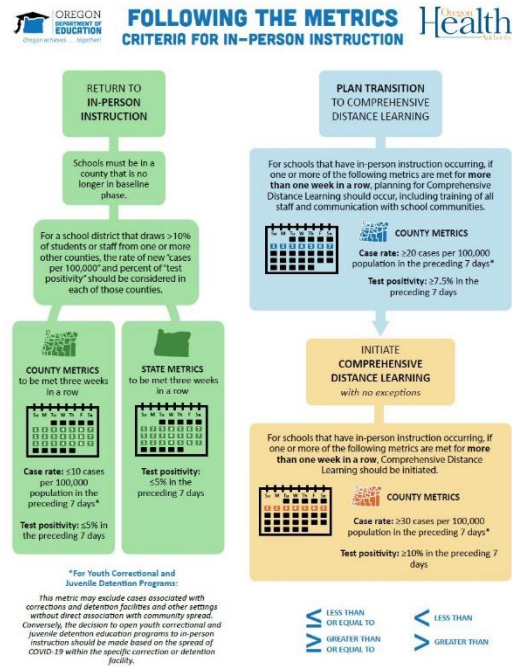
As Oregon moves beyond an emergency response to a planned response for school this fall, schools have an increased opportunity and responsibility to prioritize and target investments for students historically underserved by the system and those impacted by the closures this spring. Schools can now plan ahead for Comprehensive Distance Learning and directly focus on closing persistent gaps and inequities while maintaining high expectations for students and staff. This fall, students engaging in Comprehensive

Distance Learning will have access to standards-based, grade level educational materials. They will experience daily interaction with one or more teachers who will guide the student’s full educational experience. Comprehensive Distance Learning will meet all federal and state laws, as well as provide additional supports for mental, social, and emotional health and family engagement.

Given that the current rate of new cases across Oregon is much higher than countries which have successfully reopened schools to in person instruction, case rates will need to be lower to reduce the potential for spread of COVID-19 into school communities.

To successfully reopen schools in Oregon, there are three levels of metrics:

1. The first set of metrics represents the level of disease circulation that would be required for return to in-person instruction, with limited exceptions. Schools would need to begin transition planning as case rates and test positivity declines in counties in order to prepare the school community for the potential upcoming change.
2. The second set of metrics refers to indicators of increased COVID-19 spread in the community that would indicate the need to plan for transition back to comprehensive distance learning.
3. The third set of metrics indicate disease spread in the community that would prompt initiation of Comprehensive Distance Learning with limited exceptions.



Planning for COVID-19 Scenarios in Schools

Additionally, spread within smaller communities will be examined to see if subsets of schools may return safely to in-person instruction prior to county and state metrics being met. As additional information about transmission and effective treatments of COVID-19 are learned, these metrics may be altered. These metrics will be reexamined and reaffirmed or updated, on the same schedule as the Ready Schools, Safe Learners guidance.

We all have a part to play. Opening schools to in-person instruction is not a one-way journey, if cases increase in local communities, schools may need to move back to Comprehensive Distance Learning to mitigate further spread. Widespread community commitment to physical distancing, face coverings, handwashing, and reducing group sizes will help open our schools to in-person instruction and keep them open.

Ob. Returning to In-Person Instruction Through the On-Site or Hybrid Model

For a school to return to in-person instruction through ODE’s On-Site or Hybrid instructional models, the metrics below, which consider local as well as statewide conditions, must be met:

Metrics

- For a school district that draws >10% of students or staff from one or more other counties, the rate of new “cases per 100,000” and percent of “test positivity” should be considered in each of those counties.
- Schools must be in a county that is no longer in baseline phase to consider in-person instructional models.

County Metrics - metrics to be met three weeks in a row

- Case rate: ≤10 cases per 100,000 population in the preceding 7 days*
- Test positivity: ≤5% in the preceding 7 days

- and -

State Metric - metric to be met three weeks in a row

- Test positivity: ≤5% in the preceding 7 days

Oc. Transition Planning

All schools must prepare transition plans for effectively and efficiently shifting between instructional models. These plans must include professional learning for staff, communication for students and families, and thoughtful timelines for staff and families to adequately prepare for shifts to new models.

Planning for Comprehensive Distance Learning

For schools that have in-person instruction occurring, if one or more of the following metrics are met for more than one week in a row, planning for Comprehensive Distance Learning should occur, including training of all staff and communication with school communities.

County Metrics

- Case rate: ≥20 cases per 100,000 population in the preceding 7 days*
- Test positivity: ≥7.5% in the preceding 7 days

Initiation of Comprehensive Distance Learning

For schools that have in-person instruction occurring, if one or more of the following metrics are met for more than one week in a row, Comprehensive Distance Learning should be initiated.

County Metrics

- Case rate: ≥30 cases per 100,000 population in the preceding 7 days²
- Test positivity: ≥10% in the preceding 7 days

² This metric may exclude cases associated with corrections and detention facilities and other settings without direct association with community spread. Conversely, the decision to open youth correctional and juvenile detention education programs to in-person instruction should be made based on the spread of COVID-19 within the specific correction or detention facility.

0d. Exceptions

1) Provide in-person education for students in kindergarten through third grade (Statewide)

It is expected that schools will offer in-class options for students in grade K-3 to the extent possible. Younger students get the virus at lower rates, get less sick when they get COVID-19 and may spread the virus less than older children or adults. Younger students also need access to in-person instruction to build literacy and numeracy skills critical to their continued learning. An exception to meeting state and county metrics to return to in-person instruction for K-3 grade should be prioritized under the following conditions:

- *There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.*
- *The case rate in the county is ≤ 30 cases per 100,000 population in the preceding 7 days for the past three weeks.*
- *The test positivity in the county is $\leq 5\%$ in the preceding 7 days for the past three weeks.*
- *Schools fully comply with sections 1-3 of the Ready Schools, Safe Learners guidance.*

2) Provide limited in-person instruction for specific groups of students (Statewide)

As per ODE's Comprehensive Distance Learning guidance, providing [limited in-person instruction](#) to meet the needs of specific groups of students based on needed educational, relational, curricular, instructional, and/or assessment supports. This includes, but is not limited to, provisions for supporting students experiencing disability, English language learners, as well as programs such as career technical education (CTE) that may require hands-on demonstration of skills and the provision of secure assessment environments. An exception to meeting state and county metrics to return to limited in-person instruction under Comprehensive Distance Learning should be prioritized under the following conditions:

- *There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.*
- *Schools fully comply with sections 1-3 of the Ready Schools, Safe Learners guidance.*
- *Schools fully comply with Comprehensive Distance Learning Guidance for [Limited In-Person Instruction](#), which includes further limitations on cohort sizes, time, and more.*

3) School-wide remote or rural schools in larger population counties with a population of >30,000 and population density >6 people per square mile

- **Applies to:** Benton, Clackamas, Clatsop, Columbia, Coos, Deschutes, Douglas, Jackson, Josephine, Klamath, Lane, Lincoln, Linn, Malheur, Marion, Multnomah, Washington, Polk, Umatilla, and Yamhill

An exception to meeting state and county metrics to return to in-person instruction should be prioritized under the following conditions:

- *There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.*
- *The case rate in the county is ≤ 30 cases per 100,000 population in the preceding 7 days for the past three weeks.*
- *The test positivity in the county is $\leq 5\%$ in the preceding 7 days for the past three weeks;*

- *The public or private school is remote and rural with an enrollment of ≤ 250 total with no more than 10% of the students live outside the school's catchment area (students outside the catchment area include interdistrict and intradistrict transfers) and the school may not accept new transfers from outside its catchment area (it must continue to serve all students within its boundaries).*
 - *Remote is defined as a public or private school that is located more than 8 miles from any public school that serves any of the same grade levels. This is based on the definitions used in ORS 327.077.*
 - *Rural is defined using the National Center for Education Statistics "Locale" codes, these are available through ODE.*
- *The school fully complies with sections 1-3 of the Ready Schools, Safe Learners guidance and students cannot be part of any single cohort, or part of multiple cohorts that is >50 people.*

4) School-wide for smaller population counties with a population of $\leq 30,000$

- **Applies to:** Baker, Crook, Curry, Gilliam, Grant, Harney, Hood River, Jefferson, Lake, Morrow, Sherman, Tillamook, Union, Wallowa, Wasco and Wheeler

An exception to meeting state and county metrics to return to in-person instruction should be prioritized under the following conditions:

- *Total county COVID-19 cases in the last three weeks is ≤ 30 , with less than half of cases (or ≤ 5 cases) reported in the last week of the three-week period.*
- *The Local Public Health Authority indicates that there is not community spread in the school catchment area.*
 - *In considering community spread, public health should take into consideration the cases in the community, COVID-19 test availability in the community, recent percent positivity of tests, capacity in the community to respond to cases and outbreaks and the regional hospital capacity available for those with severe disease.*
- *The public or private school has an enrollment of ≤ 250 total with no more than 10% of the students live outside the school's catchment area (students outside the catchment area include interdistrict and intradistrict transfers) and the school may not accept new transfers from outside its catchment area (it must continue to serve all students within its boundaries).*
- *The school fully complies with sections 1-3 of the Ready Schools, Safe Learners guidance and students cannot be part of any single cohort, or part of multiple cohorts that is >50 people.*

5) School-wide for low population density counties with a population density of < 6 people per square mile

- **Applies to:** Baker, Gilliam, Grant, Harney, Lake, Malheur, Morrow, Sherman, Wallowa and Wheeler

Schools may choose to work with local public health officials in low population density counties to return to in-person instruction if the following conditions are met:

- *Total county COVID-19 cases in the last three weeks is ≤ 30 , with less than half of cases (or ≤ 5 cases) reported in the last week of the three-week period.*

- *The school fully complies with sections 1-3 of the Ready Schools, Safe Learners guidance and students cannot be part of any single cohort, or part of multiple cohorts that is >50 people.*
- *The Local Public Health Authority indicates:*
 - *There is not community spread in the school catchment area.*
 - *There is not community spread in the communities that serve as the primary employment and community centers (for shopping and other in-person services) and the school is isolated by a significant distance from communities reporting COVID-19 community spread in the previous three weeks.*
 - *In considering community spread, public health should take into consideration the cases in the community, COVID-19 test availability in the community, recent percent positivity of tests, capacity in the community to respond to cases and outbreaks and the regional hospital capacity available for those with severe disease.*
 - *The school does not serve a significant number of transfer students from outside its catchment area that are from communities reporting COVID-19 community spread in the previous three weeks.*

6) School-wide in small public districts (Statewide)

If the school district has an enrollment of ≤ 75 in total and county does not meet the metrics in this section (≤ 30 cases, with less than half of cases or ≤ 5 cases reported in the last week of the three-week period), the Local Public Health Authority may work with the district to establish the criteria below and open the school(s) in the district to in-person instruction. This section applies to: Juntura SD, Frenchglen SD, Troy SD, Diamond SD, Pine Creek SD, Suntex SD, Ashwood SD, Drewsey SD, Adel SD, Double O SD, Plush SD, Pinehurst SD, South Harney SD, Arock SD, Black Butte SD, Ukiah SD, Long Creek SD, Burnt River SD, Monument SD, Dayville SD, Jordan Valley SD, Spray SD, and others as verified and approved by ODE. The LPHA must establish:

- *There is not community spread in the school catchment area.*
- *There is not community spread in the communities that serve as the primary employment and community centers (for shopping and other in-person services) and the school is isolated by a significant distance from communities reporting COVID-19 community spread in the previous three weeks.*
- *In considering community spread, public health should take into consideration the cases in the community, COVID-19 test availability in the community, recent percent positivity of tests, capacity in the community to respond to cases and outbreaks and the regional hospital capacity available for those with severe disease.*

0e. Data and studies informing decisions

Any in-person model is associated with a risk of increased case counts. Re-opening salons, in-person dining and large gatherings all added to the risk of new cases. Modeling estimates indicated that closing schools would prevent 2 to 4% of deaths from COVID-19 (Lancet Child Adolescent Health. 2020 May;4(5):397-404.), less than other social distancing measures. However, a July 13, 2020 [study](#) by the Institute for Disease Modeling, Bellevue, Washington demonstrated that unless community spread is reduced, reopening schools to in-person instruction, even with protective measures like physical distancing and face coverings, will cause significant growth of the epidemic. A June 2020 [study](#) by REL

Mid-Atlantic noted that opening schools to in-person instruction, "...is likely to result in increased infection among children, teachers and support staff, although several of the mitigation strategies can substantially reduce the number of infections." The study also noted that certain critical factors must be included in the decision to return to in-person instruction, including, "...the rate of infections in the local community, the size of the school, and the age of students (and corresponding ability to learn at home)."

Many other countries have re-opened schools. They re-opened schools cautiously and only when rates of new cases were low and when testing with quick turnaround was widely available to support isolation of individuals with COVID-19 and self-quarantine of close contacts. Adequate physical distancing, use of face coverings and infection control safeguards will support the safe return of students and staff to in-person education. The American Academy of Pediatrics has endorsed school re-opening, but only with low rates of infection and adequate safeguards.

In addition to the specific metrics on recent rates of COVID-19, restarting in-person education should also take into account community factors such as availability of testing, health care system capacity and readiness of the public health system to partner in response to cases of COVID-19 associated with schools.

The table below shows the approximate COVID-19 case rates in other countries when they re-opened schools.

Country	Date	New cases per 100,000 per DAY	New cases per 100,000 per 7 days
<i>Denmark</i>	<i>4/15/20</i>	<i>2.6</i>	<i>18.2</i>
<i>Germany</i>	<i>4/29/20</i>	<i>1.3</i>	<i>9.1</i>
<i>Netherlands</i>	<i>5/11/20</i>	<i>1.5</i>	<i>10.5</i>
<i>France</i>	<i>5/11/20</i>	<i>0.9</i>	<i>6.3</i>
<i>New Zealand</i>	<i>5/15/20</i>	<i><0.1</i>	<i><0.7</i>
<i>Australia</i>	<i>5/11/20</i>	<i><0.1</i>	<i><0.7</i>
<i>Oregon</i>	<i>5/25/20</i>	<i>0.8</i>	<i>5.6</i>
<i>Oregon</i>	<i>7/20/20</i>	<i>6.9</i>	<i>48.3</i>

These COVID-19 case rate thresholds are lower than Oregon's current statewide rates, but they are not unattainable. In March and April, the rates of new cases were high, but by May, the case rate fell to less

than 1 new case per 100,000 people per day statewide (less than 6 cases per 100,000 people over a 7 day period), which was less than that of many counties that safely and successfully reopened schools.

We have strong evidence of transmission from children ages 10 to 19 years. Evidence of significant transmission from children ages 0 to 9 years is limited by the effect of school closures early in the pandemic. We have emerging evidence of high secondary attack rates in young children in the absence of physical distancing and masking. New data suggests that children under 10 years old get the virus at lower rates, get less sick when they get COVID-19 (Bi et. al.) and seem to spread the virus less than older children or adults (Park et. al.). One study suggested that the youngest children (5 years old or less) had more viral shedding (Heald-Sargent et. al.) but it is not known how this affects transmission to others. A study from Australia (Macartney et. al.) indicated that transmission of COVID-19 in school settings with effective public health measures in place and lower levels of spread in the community may be less than what is seen for influenza and other respiratory illnesses. It is critical that the safety of staff are considered for any in-person instruction plans, because staff are at a significantly higher risk of both infection and potentially severe disease due to age and other risk factors [according to the CDC](#).



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 PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS

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



Physical Distancing — At least six feet with other people.



Hand Hygiene — Frequent washing with soap and water or using hand sanitizer.



Cohorts — Conducting all activities in small groups that remain together over time with minimal mixing of groups.



Protective Equipment — Use of face shields, face coverings, and barriers.



Isolation & Quarantine — Isolation separates sick people from people who are not sick. Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.



Environmental Cleaning & Disinfection — Especially of high-touch surfaces.



Airflow & Ventilation — Outdoor activities are safer than indoor activities; maximize airflow in closed spaces.

As a support tool, ODE has also [developed this brief guide](#) for reducing the spread of COVID-19.

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 the Operational Blueprint and reviewing sections 1-3 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 and public charter schools 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 spread 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 established 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 to the maximum extent possible.
- 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.*
- Provide all logs and information to the LPHA 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. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).

- 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, district 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 all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- 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. *This list was recently revised by CDC, to reflect updated data. People of any age with certain underlying medical conditions are at increased risk for severe illness from COVID-19:*

- Age 65 years or older
- *Cancer*
- COPD (chronic obstructive pulmonary disease)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (body mass index [BMI] of 30 or higher)
- Type 2 diabetes mellitus
- Chronic kidney disease
- Sickle cell disease
- Other conditions or risk factors identified by OHA, CDC, or a licensed healthcare 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.

Recommended

- ⇒ To the extent possible, students who are unable to participate in On-Site instructional models due to their high-risk status should be provided the opportunity to attend/interact with their peers. This would allow educators to support all students and synchronously integrate distance learning experiences into their on-site class. When possible, districts may consider adding 360 degree video cameras or video cameras on tripods in classrooms to allow student interaction and collaboration enabling the teacher's primary focus to be instruction. The student who is not able to attend school on-site, will be able to participate in class in a more robust manner listening, engaging in projects with peers, and connecting socially with friends. utilizing outdoor spaces, common areas, and other buildings in planning.
- ⇒ If a school is unable to provide blended classrooms for students, students unable to attend on-site will need to be provided with comprehensive distance learning.

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.
 - *Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers.*

- 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. This also applies for professional development and staff gatherings.
- Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
- 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.
- Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

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.

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.

Cohorts help manage risks in the potential spread of COVID-19. In particular, the size of the cohort matters for risk management. Student cohorting: (1) limits the number of exposed people when a COVID-19 case is identified in the school, (2) quickly identifies exposed individuals when a COVID-19 case is identified, (3) minimizes school-wide disruptions in student learning.

An exposure is defined as an individual who has close contact (less than 6 feet) for longer than 15 minutes with a COVID-19 case. If a student or staff member is diagnosed with COVID-19, then the LPHA should be consulted to review the situation. *If a school cannot confirm that six-foot distancing was consistently maintained during the school day, all* members of a stable cohort group will need to quarantine until the contact tracing process is completed. The clear documentation of the cohort members will allow for the LPHA to rapidly initiate contact tracing.

Student cohorting not only helps to quickly identify exposed people, it also minimizes disruptions to learning, because only the cohort members would be affected by the exposure. Maintaining small, stable cohorts can decrease the risk of closure to in-person instruction.

Students should not be placed into full-time cohort groups based on any demographic or disability criteria (e.g., students with complex medical needs, students with IEPs, students receiving language services, etc.). Schools can create small groups within cohorts around skills and instructional needs. For example, a small instructional Math group can be organized that is diverse by demographics, any disability criteria, speech/language services, or English language development.

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.
- Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.
- 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 *disinfecting* 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 academic content standards³, and peers.
- Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

Recommended

- ⇒ A smaller cohort size of 24-36 is recommended for public health and safety, *and schools are encouraged to create and maintain even smaller sized cohorts when feasible.*
- ⇒ 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

- Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.
- Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.
 - The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).
- 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 *and staff* 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.

³ *Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.*

Required

- Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:
 - Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) 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. More information about COVID-19 symptoms is available [from CDC](#).
 - In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of [OHA/ODE Communicable Disease Guidance](#).
 - Emergency signs that require immediate medical attention:
 - Trouble breathing
 - Persistent pain or pressure in the chest
 - New confusion or inability to awaken
 - Bluish lips or face (*lighter skin*); *greyish lips or face (darker skin)*
 - 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. Staff members can self-screen and attest to their own health.
 - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i) and sent home as soon as possible. [See table "Planning for COVID-19 Scenarios in Schools."](#)
 - [Additional guidance for nurses and health staff.](#)
- 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. [See table "Planning for COVID-19 Scenarios in Schools."](#)
- 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.

Recommended

- ⇒ All staff who do screenings should receive implicit bias training.
- ⇒ Student screening should not consider appearance (ie. clothing, hair), personality (shy, etc.), ability, cleanliness, etc.

1g. Visitors/Volunteers

Volunteers and visitors should be limited, to the greatest extent possible, from on-site activities. Staff members (for example - itinerant staff, substitute teachers, and other district staff who move between buildings, etc.), contracted service providers (for example - counseling services, maintenance, etc.), and partner providers (for example - student teachers, DHS Child Protective Services staff, etc.) are not considered visitors or volunteers.

Required

- Restrict non-essential visitors/volunteers.
 - Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.
 - Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.
- Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. [See table "Planning for COVID-19 Scenarios in Schools."](#)
- Visitors/volunteers must wash or sanitize their hands upon entry and exit.
- Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.

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 and specifications](#).

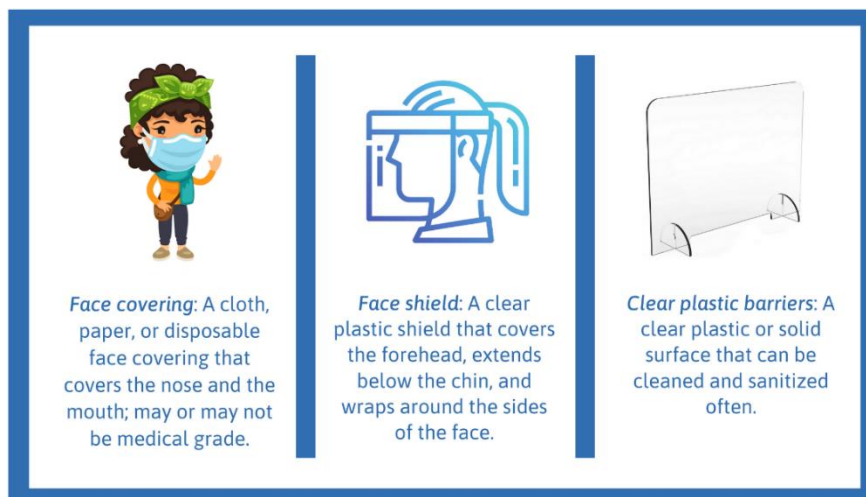


Figure 2: Comparison of Protective Equipment

[PDF version](#) of Figure 2

Face coverings are required for all students in grades kindergarten and up, along with all staff. Certain accommodations are noted in the guidance below.

It is now established that asymptomatic people can spread the virus that causes COVID-19, and this is a significant contributor to person-to-person spread. Face coverings decrease the spread of COVID-19 as “source control” of a contagious person’s respiratory secretions. Use of face coverings does not change physical distancing requirements.

ODE, OHA, schools, families and community organizations have important new roles in preparing families and care takers to prepare younger children to wear face coverings safely and effectively. This

includes instruction on how to properly wear a face covering, desensitization support (getting used to wearing face coverings), recommended materials for homemade face coverings, proper care and cleaning, and how to allow for “face covering breaks” during instruction. Lack of access to a face covering cannot be a barrier to instruction; each school has a responsibility to ensure that students have access to usable face coverings. *Under ORS 339.155, school districts and public charter schools may not charge fees for the provision of face coverings to students.*

In general, face coverings are preferred over face shields, as they may provide better containment of small aerosols that can be produced while talking. Clear plastic face shields *remain an acceptable alternative* in some instances because they enable students to see whole faces. This avoids potential barriers to phonological instruction and reinforces social emotional cues.

Required

- Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following [CDC guidelines for Face Coverings](#). *Individuals may remove their face coverings while working alone in private offices.*
- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#).
- If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
 - Provide space away from peers while the face covering is removed. *In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;”*
 - Students should not be left alone or unsupervised;
 - *Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;*
 - Provide additional instructional supports to effectively wear a face covering;
 - Provide students adequate support to re-engage in safely wearing a face covering;
 - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- Face masks⁴ 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.
 - [Additional guidance for nurses and health staff](#).

Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, during On-Site instruction must be provided access to instruction. Comprehensive Distance Learning may be an option, however additional provisions apply to students protected under ADA and IDEA.⁵

Protections under the ADA or IDEA:

⁴ Face masks refer to medical-grade face masks in this document. RNs and other healthcare providers should refer to OHA for updated information.

⁵ [Additional resources for mask wearing: COVID-19: Teaching a Child with Autism How to Wear a Mask or Face Covering, Masks Toolkit, Cloth Face Coverings for Children During COVID-19](#)

Staff: Districts/schools should consult with legal counsel regarding ADA when considering restricting access for staff due to their inability to wear face coverings or face shields as required.

Students: Federal laws such as the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) protect student access to instruction. The following guidelines must be considered and employed to ensure access for students protected under ADA and IDEA.

Required

- If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
 - Offering different types of face coverings and face shields that may meet the needs of the student.
 - Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
 - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
 - Additional instructional supports to effectively wear a face covering;
- For students with existing medical conditions *and a physician's* orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any *in-person instruction*.

No disability category universally prescribes whether a student will be able to wear a face covering. However, students eligible for certain disability categories are more likely to have difficulty wearing face coverings. These include: Autism Spectrum Disorder, Other Health Impairment, Emotional Behavior Disability, Orthopedic Impairment. Schools must consider the unique needs that arise from a student's disability in determining how to appropriately support their access to FAPE.

- Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
 - If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 2. Placement determinations cannot be made due solely to the inability to wear a face covering.
 3. Plans should include updates to accommodations and modifications to support students.
 - Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.

2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited *in-person* instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability.* Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- 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

- ⇒ If face coverings are worn, they should be washed daily or a new covering worn daily.
- ⇒ Children not yet in *grade* Kindergarten *or up* 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.
- ⇒ *Plexiglass barriers have limited utility for schools and are not practical for classroom use. Examples of where barriers could be used include the library check-out station, cafeteria check-out, or front office. Recommendations for barriers in non-classroom settings are as follows:*
 - *Material: fixed, impermeable barrier*
 - *At least 3 feet wide and 4 feet tall, centered at the level of mouth/nose level (i.e. height will depend on whether people are to be seated or standing or both).*

1i. Isolation and Quarantine

Definitions:

Isolation separates sick people with a contagious disease from people who are not sick.

Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.

Required

- Protocols for exclusion and isolation 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 screening 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. *If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness.*
 - 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.
 - [Additional guidance for nurses and health staff.](#)
- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
 - School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.
 - After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
 - If able to do so safely, a symptomatic individual should wear a face covering.
 - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. *Refer to table in ["Planning for COVID-19 Scenarios in Schools."](#)*
- 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.

Recommended

- ⇒ *Schools should make information available about community based health supports and provide this information directly to families in the event a student displays possible COVID-19 symptoms.*



2. Facilities and School Operations

The Facilities and School Operations section is designed to provide districts and schools with information to assure students and staff 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 instructional and extra-curricular activities requiring additional considerations (see section 5f).

2a. Enrollment

(Note: Section 2a does not apply to private schools.)

Enrollment processes support strong school operations and are needed for the financial allocations of the State School Fund. For the 2020-21 school year, the ODE plans to temporarily suspend the “10-day drop,” pending approval from the State Board of Education, with the expectation that a student will only be unenrolled when a school or district has received notice that they’ve been enrolled in another setting. This change of practice is being made to ensure continuity of service and lean into a culture of care across the state. By not allowing a student to be dropped for enrollment until another school notifies of their enrollment in another school, we significantly increase the role, responsibility, and trust in districts to keep reaching out and attending to students and families who might be experiencing challenges of access, health, or resources.

Required

- Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.*
- The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:

 - *The ADM enrollment date for a student is the first day of the student’s actual attendance.*
 - *A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.*
 - *If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance.*
 - *Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.**
- If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to*

either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.

- When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.*
- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.*
- When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.*
- When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.*

Recommended

- ⇒ *Set up systems to track the frequency and type of communication used to engage students and families, including beyond 10 consecutive absent days.*

2b. Attendance

(Note: Section 2b does not apply to private schools.)

The ability to continue to monitor attendance, as a proxy for engagement, is arguably one of the most important ways schools can help ensure equitable access to student learning and account for student wellbeing during a pandemic across any instructional model. The primary rationale for documenting student engagement with high-quality attendance data is the relationship between student attendance and student achievement.

As a state education agency, rooted in ensuring civil rights protections and access to quality education, ODE recognizes a fundamental responsibility to gather and review any information that can assist in that core public purpose. Attendance data won't and should not be used in the 2020-21 school year for comparative or accountability reporting but as a potential tool in helping understand the changes happening in how and where students learn and teachers teach. What is most important at this time is our collective effort to support active engagement and provide resources to meet students and families experiencing challenges with staying connected.

The guidance below describes the requirements that each district must use to create and implement a system to internally monitor and track the attendance and engagement of their students. Additional attendance reporting scenarios and FAQ will be captured and shared in a forthcoming document.

Session day requirements are unchanged; session days may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students. If a school switches from a five day/week schedule to a four day/week schedule, the session days must also change.

For On-Site Instructional Models, the ODE's prior attendance and reporting practices are unchanged and should meet the requirements described in this section and can be informed by the recommendations presented.

For any Hybrid Instructional Model or Comprehensive Distance Learning, ODE is establishing the following definitions and guidance:

- Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants, paraprofessionals, *and TAPP family advocates* through teacher-designed and facilitated processes.
- Interaction can be evidenced by any of the following or reasonable equivalents:
 - Participating in a video class;
 - Communication from the student to the teacher via chat, text message, *communication app* or email;
 - *A phone call between the teacher or educational assistants/paraprofessionals and the student, or, for younger students, with the parent or guardian of the student;*
 - Posting completed coursework to a learning management system or web-based platform or via email; or
 - Turning in completed coursework on a given day.
- When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent *for the day (grades K-5/ self-contained) or class (grades 6-12/ individual subject).*

There may be unusual or unique situations where continuation of daily attendance reporting may require additional problem solving. ODE will work with all districts to help ensure that the reported data meets ODE's criteria for actionable data. ODE does not anticipate attendance data will be a part of At-A-Glance School and District Profiles or Accountability Details reports.

Required

- Grades K-5 (*self-contained*): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, *online schools*).
- Grades 6-12 (*individual subject*): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, *online schools*).
- Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.*
- Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.*
- Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.

Recommended

- ⇒ Build as much meaningful opportunity for student engagement into learning as possible. For example, defining attendance by merely logging on to a computer session could lead to non-engagement.
- ⇒ When implementing Hybrid and Comprehensive Distance Learning models, districts should prioritize funds toward providing access to technology and internet access for students and communities most marginalized by the system.
- ⇒ *Prioritize CTE and Accelerated Learning opportunities as they are correlated with increased engagement and attendance.*
- ⇒ Use positive outreach as a mechanism to build strong engagement and attendance patterns and relationships with families. *Center equity in all outreach and communication efforts with parents and caregivers. This includes honoring home language and culture and considering the strengths and needs of students. Establish that a student's physical and emotional wellbeing is in place before engaging with the curriculum.*
- ⇒ Monitor and address chronic absenteeism. See [Future Ed's Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism in the COVID Era](#) for planning and recommendations.
- ⇒ Update *student information systems (SIS) and early indicator and intervention systems (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.
 - ⇒ Utilize Every Day Matter's Regional Capacity Builders and [Tribal Attendance Promising Practices \(TAPP\)](#) family advocates, where applicable, to develop and/or redesign systems and approaches to sustain regular attendance.
- ⇒ Promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness.
- ⇒ *Design and implement a system of support that addresses barriers teachers may be facing in engaging and communicating with families. Create robust professional development for teachers that supports attendance taking data and engagement strategies. Provide equitable resources to teachers and staff that may help them remove barriers and engage with their students more frequently.*
- ⇒ *Engage with community based organizations, community partners, and other entities to provide access to resources and create a community-based system of support.*

2c. Technology

Required

- Update procedures for district-owned or school-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)
- ⇒ *Establish a policy to encourage the use of technology to access telehealth service for students, families, and staff.*
- ⇒ *Provide students with instruction and resources on digital citizenship and best ways to navigate online environments safely. See [Appendix 4 of Comprehensive Distance Learning](#).*

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 school or district facilities:** School districts, *charter schools* and private schools 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).
- Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
 - 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.
- Ensure *alcohol-based* hand sanitizer (*with 60-95% alcohol*) dispensers are easily accessible 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 so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; 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 (with signage and regular verbal 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 in a garbage can, then 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 disinfected.
- ⇒ **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 *maintain physical distance*.
- ⇒ **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, Breaks, and Restrooms

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](#)).
- After using the restroom students must wash hands with soap and water for 20 seconds.* Soap must be made available to students and staff.
- Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with [CDC guidance](#).
- 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 at least daily or between use as much as possible in accordance with [CDC guidance](#).
- Limit staff rooms, common staff lunch areas, *elevators* and workspaces to single person usage at a time, maintaining six feet of distance between adults.

Recommendations

- ⇒ *Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.*
- ⇒ Prevent students and staff from touching bathroom door handles by keeping the door held open, where appropriate.
- ⇒ Install touch-free paper towel dispensers.
- ⇒ Discourage storage of any personal items within the bathroom (including staff bathrooms).

2h. Meal Service/Nutrition

Required

- Include meal services/nutrition staff in planning for school reentry.

- Prohibit self-service buffet-style meals.*
- Prohibit sharing of food and drinks among students and/or staff.*
- At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.*
- Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h).
- Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.
- Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning *and disinfection* of tables between meal periods.
- Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.

Recommended

- ⇒ Determine alternate locations (e.g., classrooms, outdoors) 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

Transportation planning is highly technical and vital for school districts. Transportation spans many services including the delivery of meals to students in Comprehensive Distance Learning models. [OHA and ODE have released a joint statement](#) to help explain differences in health and safety guidance for transportation and in-person instruction.

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. This should be done at the time of arrival and departure.

- If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
 - *The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.*
 - *The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.*
- 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 when not actively driving and operating the bus.
- ☐ 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).
- ☐ Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines](#) applying the guidance in section 1h to transportation settings.

Recommended

- ⇒ Provide at least three feet of physical distance between passengers. Potential exposures on a bus are significantly reduced by three feet of distance, in combination with seatbacks which provide physical barriers between rows.
- ⇒ 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.
- ⇒ Bus drivers are encouraged to have access to surplus face coverings to provide to students when needed.
- ⇒ 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

Thoughtful planning of the physical space can reduce the risk of viral spread from person to person. Strategies that include clean surfaces and improved indoor air quality should be incorporated as a part of the school's facilities plan. This includes a facility evaluation of ventilation, air filtration, and HVAC system performance. Buildings should maximize fresh outdoor air and minimize indoor air recirculation. Allowing fresh air into a room dilutes and displaces airborne particles, which may decrease virus transmission.

Required

- Clean, sanitize, and disinfect frequently touched surfaces (e.g. 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 and restrooms.
- Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.
- To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.
- Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.*
- Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. *Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.*
- 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](#)).
- 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. While OAR 581-022-2220 does not apply to private schools, private

schools must provide a space to isolate sick students and provide 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; *dental providers*; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).

Recommended

- ⇒ School based health centers and community based health *programs* 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
 - Immunizations
- ⇒ SBHCs, community based health centers, and their medical providers may serve as a resource to the schools in understanding and implementing updated practices.
- ⇒ Preventative health screening typically offered in schools may continue, with staff and students taking necessary safety precautions and in accordance with this guidance (E.g. dental screenings, vision screenings, height, weight screenings may be possible under the guidance). Note: screenings *can only be conducted by the screening or health services program staff.*
- ⇒ *Dental screenings and preventative dental services may be provided on school or school district premises if a licensed dental provider provides the services and follows OHA’s “Guidance on Resumption of Dental Services in School Settings and Guidance for Certified School Dental Sealant Programs During the COVID-19 Pandemic.”*
- ⇒ *Establish a policy to encourage the use of technology to access telehealth services for students, families, and staff.*

2I. Boarding Schools and Residential Programs Only

Most of the requirements and recommendations needed for K-12 programs housing students are already presented in this guidance and should be applied to residential settings. Residential programs can view students rooming together or sharing a suite as a “family unit” or “household.” This means students living together in close quarters are not required to wear face coverings or maintain physical distancing requirements while in the confines of their room or suite.

As many K-12 boarding school programs house international students, this recent statement by OHA is included here:

“COVID-19 has disrupted educational systems nationally and the world over. Certain behaviors may increase the likelihood of disease transmission. Long haul flights (including domestic), in and of themselves, pose a moderate risk of transmission. Of greater concern, and subsequently higher risk, is the increased exposure during transit at airports. We strongly encourage colleges and universities to instruct their students to practice COVID-19 protective behaviors as they

return to campus. Some of these include good hand hygiene, physical distancing, and wearing face covering, ensuring that students have a robust process for self-monitoring/reporting COVID-19 symptoms. They should limit their exposure to others during their 14 days after travel. If these mitigating factors can be implemented, a 14 day quarantine for international students would not be recommended.”

Required

- Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:
 - Contact tracing
 - The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.
 - Quarantine of exposed staff or students
 - Isolation of infected staff or students
 - Communication and designation of where the “household” or “family unit” applies to your residents and staff
- Review and take into consideration [CDC guidance](#) for shared or congregate housing:
 - Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
 - Ensure at least 64 square feet of room space per resident
 - Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
 - Configure common spaces to maximize physical distancing;
 - Provide enhanced cleaning;
 - Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

Recommended

- ⇒ Stop or significantly reduce all weekly or monthly visitation or community exchange programs to limit unneeded potential exposure.
- ⇒ Create clear communication protocols and practices for students with families and from the school with families to keep them regularly engaged and updated.

2m. School Emergency Procedures and Drills

Required

- In accordance with [ORS 336.071](#) and [OAR 581-022-2225](#) all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.

 - *At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.*
 - *Fire drills must be conducted monthly.**

- *Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.*
- *Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.*
- ☐ *Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.*
- ☐ *When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.*
- ☐ *Drills should not be practiced unless they can be practiced correctly.*
- ☐ *Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.*
- ☐ *If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).*
- ☐ *Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.*

Recommended

- ⇒ *Work with local emergency personnel to request what modifications to scheduled drills can be made to limit frequency in a pandemic year.*
- ⇒ *Pay attention to the social-emotional impact safety drills; talk to students ahead of time and debrief afterwards.*
- ⇒ *Communicate with families about upcoming safety drills (without giving specific times and dates) and after the safety drill so that families can prepare for, process, and review drills at home.*
- ⇒ *Provide hand sanitizer after going out through the doors and after coming back into the building, while conducting a drill.*
- ⇒ *Work with local emergency personnel to review evacuation routes and class evacuation spots to ensure as much physical distancing as possible. This may include identifying additional routes to allow social distancing between cohorts of students during an evacuation.*
- ⇒ *For schools using Comprehensive Distance Learning or a hybrid model, consider a virtual fire drill with families to practice home evacuation drills. Safety planning involving students in a virtual classroom might include having teachers asking students who they would call in case of an emergency. They could discuss where they planned to drop, cover, and hold on. As an assignment, teachers might suggest that students and their families develop an emergency contact list and post the list on the refrigerator.*

2n. Supporting Students who are Dysregulated, Escalated, and/or Exhibiting Self-Regulatory Challenges

Proactive planning will assist schools and educators when students present new or challenging behaviors during in-person instruction under the public health and safety protocols in this guidance. School teams should consider a wide range of plans and tools when providing support and instruction for expected behaviors and consistent self-regulation to ensure health and safety requirements continue to be met.

Required

- Utilize the components of Collaborative Problem Solving⁶ or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills⁷.
- Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
- Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
- Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
- Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
- Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
- Plan for the impact of behavior mitigation strategies on public health and safety requirements:

Scenario	Public Health and Safety Response due to COVID-19
Student elopes from area	<p><i>If staff need to intervene for student safety, staff should:</i></p> <ul style="list-style-type: none"> ● <i>Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</i> ● <i>Use the least restrictive interventions possible to maintain physical safety for the student and staff.</i> ● <i>Wash hands after a close interaction.</i> ● <i>Note the interaction on the appropriate contact log.</i> <p><i>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</i></p>

⁶ See [this site](#) for an overview of Collaborative Problem Solving.

⁷ In the CPS framework, lagging skills are the reasons that a child is having difficulty meeting expectations or responding adaptively to triggers. Specific lagging skills can be assessed using the [Collaborative Problem Solving Assessment & Planning Tool - Likert Scale](#) (CPS-APT) or the [Assessment of Lagging Skills and Unsolved Problems](#) (ALSUP).

<p><i>Student engages in behavior that requires them to be isolated from peers and results in a room clear.</i></p>	<p><i>If students leave the classroom:</i></p> <ul style="list-style-type: none"> ● <i>Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</i> ● <i>Ensure physical distancing and separation occur, to the maximum extent possible.</i> ● <i>Use the least restrictive interventions possible to maintain physical safety for the student and staff.</i> ● <i>Wash hands after a close interaction.</i> ● <i>Note the interaction on the appropriate contact log.</i> <p><i>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</i></p>
<p><i>Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).</i></p>	<p><i>If staff need to intervene for student safety, staff should:</i></p> <ul style="list-style-type: none"> ● <i>Maintain student dignity throughout and following the incident.</i> ● <i>Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</i> ● <i>Use the least restrictive interventions possible to maintain physical safety for the student and staff</i> ● <i>Wash hands after a close interaction.</i> ● <i>Note the interaction on the appropriate contact log.</i> <p><i>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</i></p>

- ❑ *Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.*

Recommended

- ⇒ *Anticipate and counsel both staff and students about stress reactions. Emotional distress is common in the context of uncertain and potentially life-threatening situations, such as outbreaks.*
 - *A good first step for mitigating your students’ stress is to acknowledge that it exists and help normalize it (“I see that you’re stressed, and that’s understandable. Many people are feeling this way right now. Can you help me understand what’s hard right now? How can I help you?”)*
 - *Teach students to recognize the signs of distress, including worry, fear, insomnia, difficulty concentrating, interpersonal problems, avoiding certain situations at work or in daily living, and unexplained physical symptoms. This will help them become more aware of the state of their mental health and head off distress before it becomes harder to manage.*
 - *Discuss, train and model strategies to reduce distress, which can include:*
 - *Being prepared (e.g., developing a personal/family preparedness plan for the outbreak).*
 - *Taking everyday preventive measures (e.g., frequent handwashing).*
 - *Maintaining a healthy diet and exercise regimen.*
 - *Talking to loved ones about worries and concerns.*

- *Engaging in hobbies and activities you enjoy to improve your mood*
 - *Learning one's own preferred regulation/calming activities and how to request access to these when needed, i.e., rocking, drawing, listening to music, breathing techniques.*
- ⇒ *Develop clear and consistent school- or district- wide expectations for staff around supporting students who are exhibiting challenging behavior.*
 - ⇒ *Develop proactive classroom routines that are meant to establish -self-regulation upon arrival - use of rhythm, routines, rituals, etc. Doing whole-class regulatory activities can create and increase co-regulation among peers, as well as between staff and students.*
 - ⇒ *Limit physical interactions with students wherever possible, and provide staff development around evidence-based verbal techniques that are empathetic and calming.*
 - ⇒ *Review and update individualized student support plans (e.g., Functional Behavioral Assessment/Behavior Intervention Plan, Behavior Support Plans) to consider removal of operant techniques that may trigger behavioral escalations, and to include identified infection control risks and measures to be taken prior to any physical restraint intervention.*
 - ⇒ *Develop predictable routines and proactive self-regulatory practices, particularly for students with trauma history, that are utilized with consistency to minimize behavioral escalations that require significant intervention.*
 - ⇒ *In the case of escalation or distress, validate student's emotions and feelings with empathy and reassurance while reorienting them to exhibit previously identified, taught, and practiced re-regulation activities or replacement behaviors.*
 - ⇒ *Ignore minor challenging behaviors that could result in a power struggle and escalate into a situation where it is much harder to maintain health and safety requirements. Where needed, interventions should be intentionally planned in a manner that doesn't place the student or staff at an increased risk of infection.*

Protective Physical Intervention

Restraint and COVID-19: the following guidelines should be used in conjunction with regulations outlined in [OAR 581-021-0556](#). Use a positive student-centered approach and only utilize restraint if the student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Be mindful that seeing staff put on protective equipment or staff wearing protective equipment can further escalate a situation.

It is critical that physical restraint is kept to the minimum necessary. Managing acute disturbance in the context of COVID-19 infection risk is underpinned by ensuring it is the least restrictive, that it is trauma informed, and does not create difficulties and or flashpoints that could otherwise have been avoided.

Required

- ☐ *Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation).*

Recommended

- ⇒ *Alternatives to restraint and seclusion should be explored by the public education program. Collaborate with the approved restraint training provider to inquire if they have made training modifications or updates that incorporate PPE and physical distancing.*

⇒ **Limiting Risk of Infection Prior to a Restraint**

- *Staff should frequently wash hands and wear face covering.*
- *Assign an additional staff member to monitor the restraint and be prepared to “switch out” in the event that protective equipment must be altered or adjusted. Only staff required for safe restraint should be involved.*
- *Avoid long and extended physical holds.*

⇒ **Limiting Risk of Infection during a Restraint**

- *Utilize positive, student centered prevention practices to minimize safety responses involving physical intervention, such as restraint.*
- *Consider use of additional Personal Protective Equipment, including goggle-type eye protection, medical-grade face masks, and protective gloves if they can be used while maintaining the safety and dignity of the student.*
- *Keep hands clear of eyes, mouth, and nose of self and others.*
- *Relieve first responders not wearing appropriate protective equipment as soon as possible.*

⇒ **Limiting Risk of Infection after a Restraint**

- *Remove and dispose of or clean protective equipment immediately in the proper manner.*
- *Do not touch faces and limit hard surface contact before immediately washing hands.*
- *Keep a change of clothing available in cases where staff clothing becomes contaminated.*
- *Follow all required debriefing and reporting procedures for the restraint once all health and safety issues have been addressed.*

⇒ **Additional Resources**

- [*Clinical Guidance for NHS Scotland: Using Physical Restraint with Confirmed or Suspected COVID-19*](#)
- [*Safety-Care® Standards and Recommendations Regarding Coronavirus Disease*](#)
- [*Crisis Prevention Institute: De-escalation Tips in Light of Coronavirus Anxiety*](#)



3. Response to Outbreak

In coordination with the required Communicable Disease Management Plan (see section 1a), all *Operational Blueprints* for fall On-Site and Hybrid instruction must include a school's response to outbreak. *This is also true for any schools in offering [Comprehensive Distance Learning](#) who elect to offer some [Limited In-Person Instruction](#).* 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

- Review the ["Planning for COVID-19 Scenarios in Schools"](#) toolkit.*
- Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.

3b. Response

Required

- Review and utilize the ["Planning for COVID-19 Scenarios in Schools"](#) toolkit.*
- Ensure continuous services and implement [Comprehensive Distance Learning](#).*
- Continue to provide meals for students.

3c. Recovery and Reentry

Required

- Review and utilize the ["Planning for COVID-19 Scenarios in Schools"](#) toolkit.*
- 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.
- When bringing students back into On-Site or Hybrid 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.

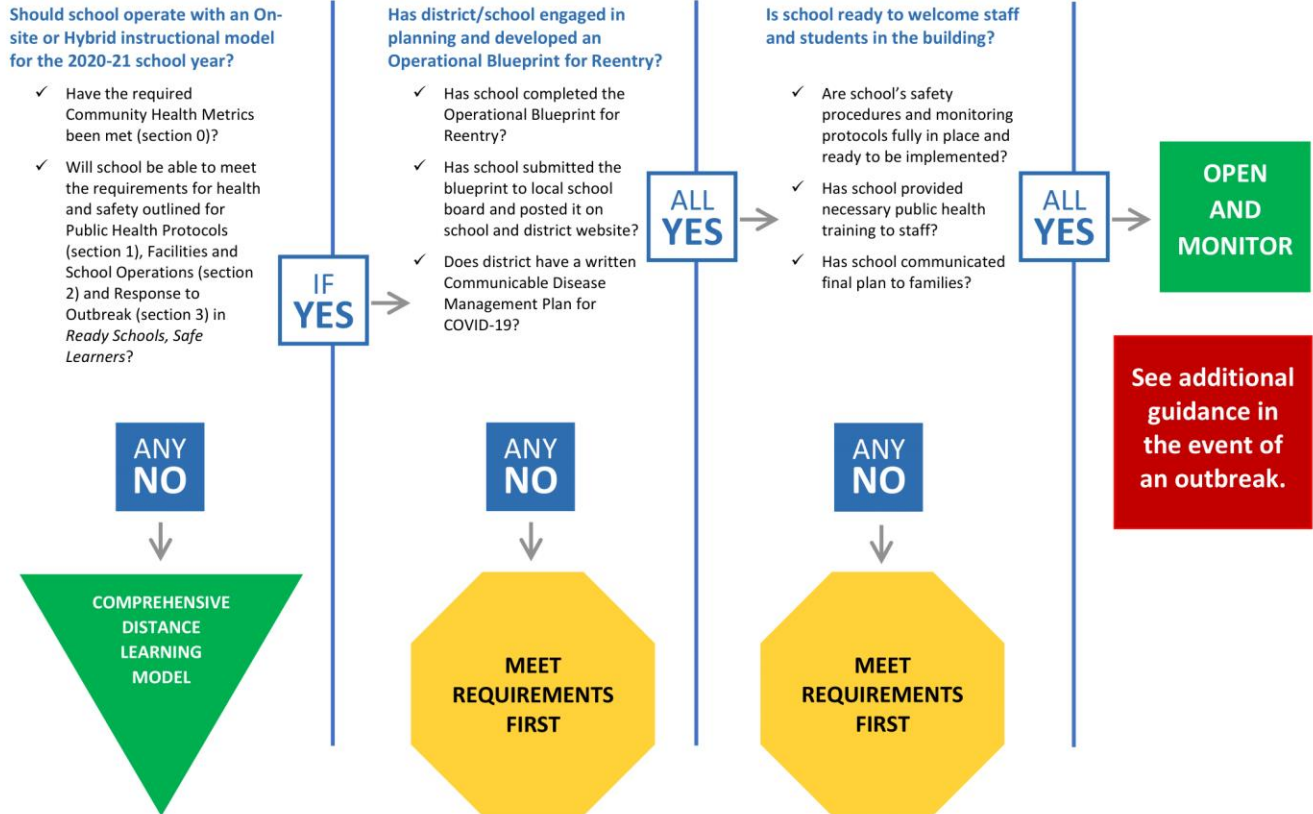


Figure 3: Public Health and School Reentry Decision Tool
[PDF version](#) of Figure 3



4. Equity

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

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 LGBTQ2SIA+, 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.

4a. Principles in Action⁸

Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander 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 the school’s equity stance, principles, and/or commitment.
- Ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20-29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.

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 lens⁹ 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

⁸ Principles in Action informed by “[Guidance on Culturally Responsive-Sustaining Remote Education: Centering Equity, Access, and Educational Justice](#),” Dr. David Kirkland, 2020, NYU Steinhardt.

⁹ Link to [Oregon’s Education Equity Lens](#)

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 LGBTQ2SIA+ 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 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

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

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.

5a. Instructional Time

Oregon's ability to guarantee student learning time has never mattered more. As we work to prioritize student learning in the coming school year, a common approach to instructional time requirements that apply across every instructional model and to every public school district, public charter school, and virtual public charter school are critical. For the 2020-21 school year, districts must comply with the instructional time requirements in [OAR 581-022-2320](#) (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences).

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;
- Up to 90 hours of professional learning (pending State Board of Education action);
- Up to 90 hours of parent/family training and support, communication, and parent/teacher conferences (pending State Board of Education action);
- Time that a student spends in statewide performance assessments;
- 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;
- Up to 60 minutes of daily recess in K-3;
- Instructional time shall not include time that a student spends passing between classes, at recess (4-12), 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.

Required

- Meet the Division 22 instructional time rules for School Year 2020-21 as outlined in [OAR 581-022-2320](#)¹⁰ (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences).*
- For students participating in Comprehensive Distance Learning or Hybrid Instructional Models, at least 50% of instructional time (as defined above) must meet the criteria for teacher-facilitated learning.**
 - **Teacher-facilitated learning** is a synchronous (either on-site or off-site) or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to academic content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progressions. Synchronous opportunities must be provided daily and may include full group instruction, peer interaction, two-way communication (e.g. phone calls), small group breakouts, or individual office hours.
 - Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA.
 - **Applied learning** experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes.
- Communicate teacher-facilitated learning time and daily school schedules/routines with staff, families, and students.
- For students *participating in Comprehensive Distance Learning models or Hybrid models*, provide designated educator “office hours” to ensure consistency and access to students and families. “Office hours” indicate when each teacher will be accessible (online or via telephone) for consultation.
- For students *participating in Comprehensive Distance Learning models or Hybrid models*, provide frequent and regular opportunities for students to interact with their teacher(s) and peers.

Recommended

- ⇒ Provide additional professional development opportunities to staff, who will likely be learning new health and safety protocols, modifying curricula for online delivery, and developing new modes for providing feedback to students.

¹⁰ Due to potential ongoing disruptions in learning due to COVID-19, there may be future modifications to Division 22 requirements.

- ⇒ Incorporate additional parent guidance and support, communication, and parent/teacher conferences (virtual and/or in-person) in order to develop and sustain relationships with parents, who are critical partners in learning.
- ⇒ *Support educators with resources like Google Voice or connecting to their school phone so they do not need to use their personal telephone/cell.*
- ⇒ Consider implications of screen time as it relates to instructional time, working to balance interactions and consider limiting time for younger students on devices.
- ⇒ Consider the environments and ages of the learners when planning instructional time, activities, and connections.
- ⇒ Continue to provide well-rounded education (health, arts, CTE, physical education, music, etc.), while monitoring progress through academic content standards in English language arts, math, science, and social science.
- ⇒ Consider how specially designed instruction (SDI) can be included in instructional time through intentional design and planning (i.e., co-teaching).

5b. Instructional Models

There are three instructional models for schools in the 2020-21 school year: *On-Site*, *Hybrid*, and *Comprehensive Distance Learning*. All requirements in this document and Division 22 requirements, and provisions of FAPE continue to apply to each of the instructional models described below. Planning Considerations for Section 5b. Instructional Models are included in Figure 5: Requirements and Recommendations by Instructional Model below.

Instructional Model Selection

Schools 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.

If a COVID-19 outbreak requires school closure (at the state, regional, or local level), *or if districts do not meet the community health metrics*, districts will employ *Comprehensive* Distance Learning. In the absence of a COVID-19 outbreak, *and if districts meet the community health metrics*, districts have the authority to select *an instructional model*.¹¹

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.

¹¹ 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.

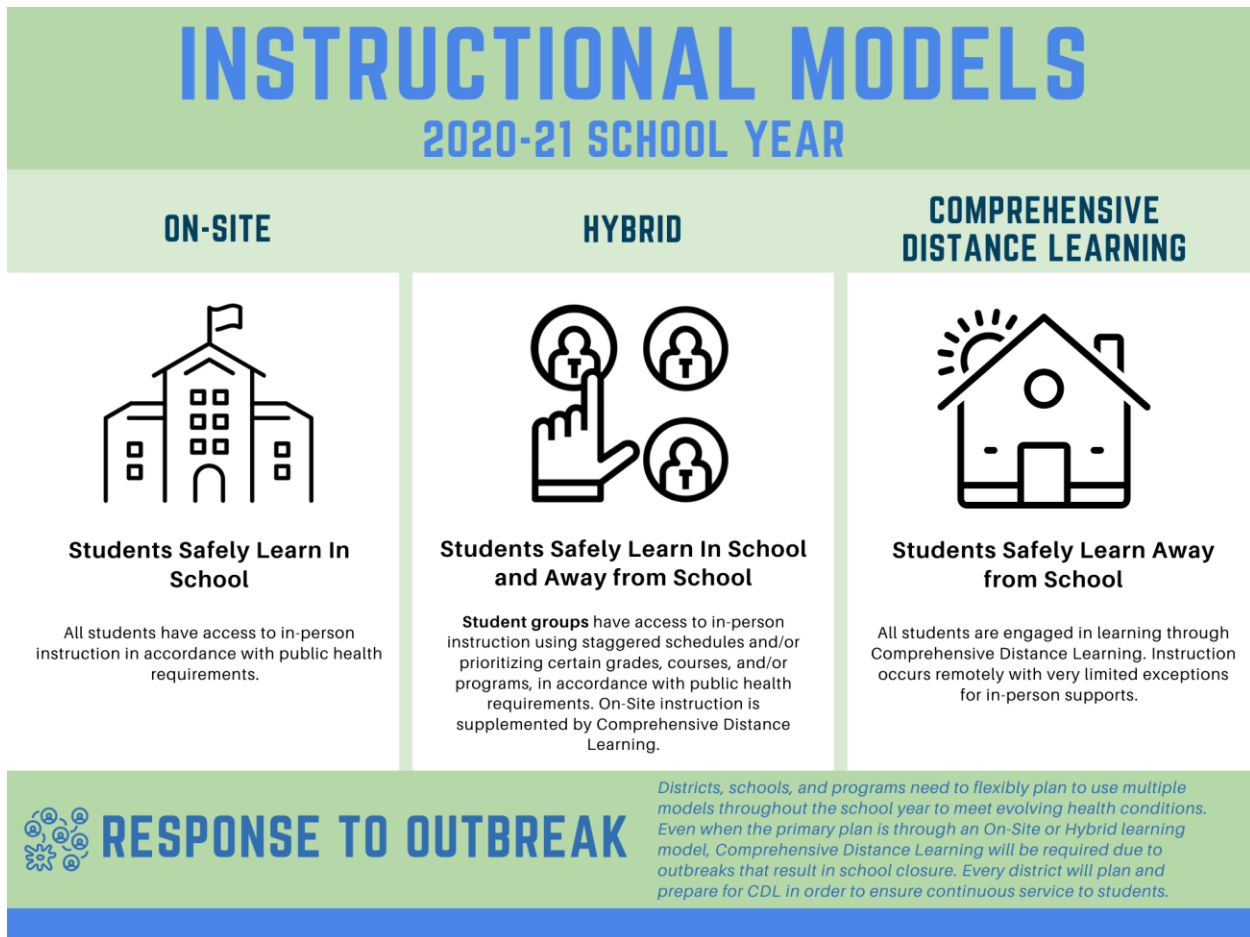


Figure 4: Instructional Models for the 2020-21 School Year

[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 *is* closest to how schools operated prior to the statewide school closure to in-person instruction. The On-Site instructional model exclusively delivers educational services to students every-day, all-day in ways that are similar to pre-covid models of delivery while meeting instructional time requirements. If any instructional time (either teacher-facilitated learning or applied learning) is delivered remotely or off-site, it is a Hybrid model.

Required

- Provide access to nutrition/meal service for all eligible students, including students not on-site (this applies to school sites that offered meal service prior to March 2020).
- Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade-level academic content 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).

- ❑ 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.
- ❑ *Plan for Comprehensive 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.) so that continuous service is provided for students.*

Hybrid Instructional Model: *A hybrid instructional model blends in-person and off-site learning, with offline and online/ digital curricula and materials, in order to honor student and staff safety while meeting instructional hours requirements.*

For purposes of definition, the Hybrid instructional model includes any design or operational blueprint that is not fully On-Site and in-person (with all students attending on-site every day) or fully in [Comprehensive Distance Learning](#). Hybrid 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. An On-Site instructional model becomes a Hybrid instructional model when any portion of instructional time used to meet instructional hours requirements is delivered in a distance learning format. Hybrid instructional models require prioritization of on-site learning activities and determinations regarding key elements of successful content delivery and engagement from a distance. Equity considerations should be central when delivering a hybrid instructional model. The same quality and consistency of instruction and attention should be present in both on-site and off-site models, while prioritizing student groups who have historically experienced academic disparities and currently face COVID-related challenges. Requirements for the Hybrid Instructional Model reference information in both Ready Schools, Safe Learners (RSSL) and [Comprehensive Distance Learning \(CDL\) guidance](#).

Examples of a Hybrid Instructional Model

Hybrid instructional models are any structure of learning that blend on-site/in-person learning with off-site/online/digital or distanced offline learning and allow for a variety of creative and flexible designs. Examples of this include, but are not limited to:

- *All students attend school on-site for 4 days/week and participate in off-site learning 1 day/week.*
- *Students are divided into two cohorts, one of which attends school on-site on Mondays and Thursdays, while the second attends school on-site on Tuesdays and Fridays. Everyone is off-site on Wednesdays.*
- *Some students attend school on-site while others engage in remote/off-site learning (e.g., some students engage in all on-site instruction, while others engage in all off-side learning by familial choice).*
- *Some students attend school on-site 1 day/week for select classes or activities and off-site the rest of the week, while other students attend school off-site each day of the week.*

Required

- ☐ For any in-person learning:
 - The following health and safety RSSL sections apply: Section 0. Community Health Metrics; Section 1. Public Health Protocols, Section 2. Facilities and School Operations and Section 3. Response to Outbreak).
 - Follow *Ensuring Equity & Access: Aligning Federal and State Requirements*.
- ☐ For any off-site learning:
 - Comprehensive Distance Learning Requirements apply.
 - 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.
 - Follow [Ensuring Equity and Access: Aligning Federal and State Requirements](#).
- ☐ For both on-site and off-site learning, the following applies:
 - From RSSL: Section 4. Equity; Section 5. Instruction; Section 6. Family, Community, Engagement; Section 7. Mental, Social, and Emotional Health; Section 8. Staffing and Personnel.
 - [Plans and practices](#) must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade-level academic content standards, assessment for learning, alignment with Division 22 requirements, federal title programs under ESSA including the 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 (this applies to school sites that offered meal service prior to March 2020).
- ☐ Plan for Comprehensive 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.) so that continuous service is provided for students.

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.

Comprehensive Distance Learning Model: 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 includes [limited in-person instruction](#) for CTE and other specialized programs. ODE's full [Comprehensive Distance Learning guidance](#) provides additional requirements and considerations for schools when planning for distance learning.

Any effort to provide off-site or remote learning in 2020-21 requires in-depth and robust planning. For all districts, regardless of instructional model, Comprehensive 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 CDL in the event of an outbreak so that continuous service is provided to students.

In the event that a Local Public Health Authority (LPHA) determines a need for school closures in response to an outbreak, schools operating under On-Site or Hybrid instructional models will shift immediately to Comprehensive Distance Learning (CDL). Within four weeks of a model shift from On-Site or Hybrid to Comprehensive Distance Learning all CDL requirements apply. This allows for an implementation window as schools adjust to meeting the full scope of CDL, while providing continuous service and learning for students.

Required

- Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade-level academic content 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).
- Students served under federal programs (e.g. Title I, IC, Title III, Title IV, Title VI, and IDEA) must receive the majority of services with Teacher-Facilitated instruction.*
- Review and adhere to the requirements in Equity and Access: Aligning Federal and State Requirements.*

See the [Comprehensive Distance Learning Requirement Overview](#) for a full list of requirements for CDL.




REQUIREMENTS AND RECOMMENDATIONS BY INSTRUCTIONAL MODEL		
<p>On-Site Learning</p> 	<p>Hybrid Learning</p> 	<p>Comprehensive Distance Learning</p> 
<p>Required</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide access to nutrition/meal service for all eligible students, including students not on-site. <input type="checkbox"/> 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. <ul style="list-style-type: none"> • Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections. <input type="checkbox"/> Plan for Comprehensive 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.) so that continuous service is provided to students. 	<p>Required</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> Provide access to nutrition/meal service for all eligible students, including students not on-site. <input type="checkbox"/> 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. <ul style="list-style-type: none"> • Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections. <input type="checkbox"/> Plan for Comprehensive 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.) so that continuous service is provided to students. <p>Recommended</p> <ul style="list-style-type: none"> ⇒ Inventory, where applicable, technology and devices to support rapid deployment if necessary. ⇒ Where connectivity capacity is limited or unavailable, maximize educator:student interface through other means to ensure relational context of learning. 	<p>Required</p> <ul style="list-style-type: none"> <input type="checkbox"/> Under this model, any school including charter schools, must comply with pending Comprehensive Distance Learning Guidance. <input type="checkbox"/> 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). <input type="checkbox"/> Provide access to nutrition/meal service for all eligible students. <p>Recommended</p> <ul style="list-style-type: none"> ⇒ Where connectivity capacity is limited or unavailable, maximize educator and student connection through other means to ensure relational context of learning.

Figure 5: Requirements and Recommendations By Instructional Model
[PDF version](#) of Figure 5

5c. Learning Day, Instructional Schedule, and Academic Calendar

For On-Site Instructional *m*odels, prior scheduling and calendaring practices may be maintained. Schools and districts operating the On-Site instructional model should be informed by the requirements and recommendations presented.

For any Hybrid Instructional Model or Comprehensive Distance Learning, ODE is establishing the following definitions and guidance:

Learning Day

Students benefit from consistent routines, connections, purposeful instruction, quality engagement, well-rounded learning activities, nutrition breaks, play, physical activity and outdoor time. As the building block for the full arc of a student’s school year, a learning day must include teacher-facilitated learning time, applied learning, and time for adequate nutrition and wellness.

Oregon’s educational context within a COVID-19 pandemic requires a shift in thinking about how instruction is structured. The time educators spend directly interacting with students should be high quality, focused on complex learning activities, and centered in student engagement. Learners will need opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills.

The Learning Day Overview (below) provides a snapshot of the most essential components of a learning day and encourages intentional design and thoughtful planning. A baseline for teacher-facilitated learning time is required to meet the 50% teacher-facilitated threshold of Division 22 instructional time requirements. The example below is based on a 165-day school year with five days of instruction per week. In addition to teacher-facilitated learning, applied learning must occur in order to meet full Division 22 instructional time requirements. Together, teacher-facilitated learning and applied learning provide every student opportunity for direct instruction, guided instruction, and independent practice. Students served under IDEA or ESSA must be included in regular classroom instructional opportunities. This guidance does not remove the requirements for the Least Restrictive Environment. Rather, schools and teams will need to integrate instruction, co-teach, utilize components of Universal Design for Learning, or add additional time to students’ instructional day to meet federal requirements.

Note: Depending on the instructional model, it may be more appropriate to consider teacher-facilitated learning time on a weekly basis rather than daily.

Learning Day Overview

Grade Level	Teacher Facilitated Learning* (Daily/Weekly) <i>Must account for at least 50% of Instructional Time</i>	Applied Learning <i>Must not account for more than 50% of Instructional Time</i>	Nutrition and Wellness (snack, lunch, rest, connect, time management) <i>Does not count for Instructional Time</i>
K-3	2 hours, 20 minutes per day 11 hours, 40 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended
4-8	2 hours, 30 minutes per day 12 hours, 30 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended
9-11	2 hours, 50 minutes per day	Daily/weekly	Daily 2 hours recommended

	14 hours, 10 minutes per week (Required Minimum)	No Required Minimum	
12**	2 hours, 45 minutes per day 13 hours, 45 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended

*Based on 165 day school year and a 5-day week (50% calculation based on dedicated instructional hours in Division 22; recess, professional development, and parent/teacher conference allowance was subtracted prior to the calculation)

** Twelfth-graders typically follow established daily high school schedules, but end their school year earlier than students in Grade 9-11

Figure 6: Learning Day Overview

[PDF version of Figure 6](#)

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 Instructional 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).
- ⇒ Design schedules to maximize well-rounded learning opportunities, including access to physical education, music, health, art, etc., where appropriate safety considerations can be maintained.
- ⇒ Prioritize complex learning during in person or synchronous teacher-facilitated learning.
- ⇒ Create as much consistency and predictable routine as possible, especially for the youngest learners.

Secondary (Middle and High) School Instructional Schedules

Required

- Design schedules that prioritize the needs of students who need credits to meet graduation requirements, including rising seniors with Credit-Earning Assurance Plans. School districts must continue to meet 581-022-2320 (1)(a) regarding scheduling all students to meet instructional time requirements.

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.
- ⇒ Design schedules to maximize well-rounded learning opportunities, including access to physical education, music, health, art, CTE, etc., where appropriate safety considerations can be maintained.
- ⇒ Prioritize complex learning during in person or synchronous teacher-facilitated learning.
- ⇒ 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 academic content 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.

Curriculum and Instruction

Required

- Prioritize the most essential academic content standards in each content area.
- Provide access to a well-rounded education.
- Provide consistent and timely student feedback and documented assessment of learning toward academic content standards. Leverage formative assessment practices to grow student's ability for independent learning.
- Incorporate time for check-ins (Social Emotional Learning) and peer interactions; develop classroom culture.

Recommended

- ⇒ Honor the student learning environment, building on assets including home language, family (siblings and extended family), and culture.
- ⇒ Plan and strategize how to accelerate learning and the exposure to grade-appropriate work (See [TNTP's Learning Acceleration Guide](#)).
- ⇒ Allow for student choice and voice and integrate culturally sustaining practices.
- ⇒ Create opportunities for interdisciplinary, well-rounded learning (e.g., project-based learning).
- ⇒ Provide connections to career and college planning.
- ⇒ 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 academic content 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.

Assessment, Grading, and Reporting Progress for Hybrid and CDL Instructional Models Only

Required

- Plan for student participation summative assessments at required grade levels in English Language Arts (ELA), mathematics, and science, in the event that a statewide summative assessment administration is feasible in 2020-21.*
- Adhere to ODE's Administering the ELPA Screener in 2020-21 for identification of English learners*

(see CDL guidance).

- Develop and implement an equitable grading policy.
- Progress monitor student learning, especially for younger students.
- Evaluate goals and objectives based on progress markers for students supported with emergent bilingual supports, an IEP, and/or 504 plan.
- Regularly report progress to students and families, in alignment with Division 22 requirements.
- Provide opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.

Recommended

- ⇒ Prioritize descriptive feedback that provides students with actionable next steps. Feedback and monitoring should focus on the continuation of learning.
- ⇒ Leverage curriculum-embedded classroom or program-based assessments for learning and develop a learning plan for students that includes benchmarks, milestones, or progress markers in reference to learning and/or developmental progressions.
- ⇒ Collect varied evidence of learning related to student strengths and interests; *provide* multiple ways for students to show what they know.
- ⇒ Consider multiple [opportunities for credit attainment](#) available in Oregon that allow for flexibility in meeting student needs toward graduation.
- ⇒ Use of the [Interim Assessment System](#) and [Tools for Teachers](#) (formerly known as the Digital Library) to support classroom instruction, accessible through the Oregon Statewide Assessment System (OSAS) portal.
- ⇒ 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.
- ⇒ 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.
- Districts shall not make a decision for any student that limits opportunity to progress within a course sequence, or to determine grade promotion or retention, placement in an advanced course, sports, access to clubs/Career and Technical Student Organizations such as Future Farmers of America, forecasting opportunities, or modified diploma option for the 2020-21 school year based on*

performance during spring of 2020 during extended school closures.

- 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](#) pursuant to [Distance Learning for All](#) requirements that can be completed 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.
- Any cohort design must guarantee all students maintain access to general education, grade-level academic content standards, and peers. Students shall not be placed into full-time cohort groups based on any demographic or disability criteria (e.g., students with complex medical needs, students with IEPs, students receiving language services, etc.). Additionally, student cohorting shall not be determined by performance and/or level of engagement during Distance Learning For All (See Section 1d).*

5f. Instructional and Extra-Curricular Activities Requiring Additional Considerations



Figure 7: Instructional and Extra-Curricular Activities Requiring Additional Considerations

[Image version](#) of Figure 7

Providing opportunities for a well-rounded education is vital for the education of students and amplified during the time of COVID-19 related restrictions to support student well-being and connectedness. It is critical that schools continue to offer options for a well-rounded education whether On-site, Hybrid or Comprehensive Distance Learning. Opportunities to engage students in active learning often requires hands-on, interactive and physical activities (e.g., laboratory activities, career and technical education (CTE), band, choir, theater, physical education and driver’s education). As such, these activities may require modifications or specific health and safety protocols to protect staff and students.

Required

- For any course, learning experience, or school activity that involves hands-on, physical interaction or physical activity, districts and schools 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. **See program specific requirements and recommendations in the links below.**
- Develop plans for the implementation of laboratories, visual and performing arts, career and technical education, and physical education that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure full inclusion by all students.
- All Ready Schools, Safe Learners guidance must be followed along with the program specific requirements offered below.*

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.
- ⇒ Be thoughtful of passing areas between classes and allowing for corridors that maintain physical distancing recommendations.
- ⇒ Develop safe alternatives or substitutes for live performances, science labs, CTE performance assessments, etc. where possible.
- ⇒ Minimize the use of shared materials, and plan for sufficient time between cohorts to allow for appropriate sanitization of shared materials when sharing materials between cohorts is unavoidable.
- ⇒ Storage areas should be managed to limit the number of students at a time in the room. Anyone who enters the room should clean and disinfect all surfaces before and after touching. Disposable wipes should be discarded properly upon leaving the storage area, followed by hand washing with either soap and water or an alcohol-based hand sanitizer with at least 60% alcohol.

Program Specific Information

Beyond the general considerations outlined above there are program specific guidelines that will help administrators and educators plan for classes requiring additional considerations. Use the linked guides to develop implementation plans.

- [Career and Technical Education](#)
- [Laboratories](#)
- [Visual and Performing Arts](#)
- [Physical Education](#)
- [Driver Education](#)
- [Athletics](#)

5g. Graduation 2020-21 and Post-Secondary Planning

The guidance for graduation in spring 2021 relates only to current high school seniors, as defined by students who first enrolled in ninth grade in the 2017-2018 school year or earlier (including 5th or 6th year seniors). This guidance does not apply to students who first enrolled in ninth grade in the 2018-19 school year or later, unless they have an early graduation plan.

Required

- Hold students to requirements for an Oregon Regular Diploma, Oregon Modified Diploma, and Oregon Extended Diploma subject-area and credit requirements (regardless of Instructional Model); except for Essential Skills and Personalized Learning requirements for seniors (Career Related Learning Experiences, Extended Application, and Education Plan and Profile) which have been suspended.*

Recommended

- ⇒ *Engage with individual students or small groups to establish goals, plans, and supports aligned to their Personal Education Plan and Profile to support student pathways to graduation and postsecondary transitions.*
- ⇒ *Provide services for high school graduates to ensure a smooth transition into college or career.*
- ⇒ *Communicate and plan with postsecondary institutions and devise a plan for Early Postsecondary Opportunities such as dual credit, sponsored dual credit, or assessment based learning courses.¹²*
- ⇒ *Ensure seniors have completed the necessary steps for transitioning into postsecondary education, including FAFSA completion.*
- ⇒ *Prioritize onsite opportunities for CTE Program of Study completion.*
- ⇒ *Host virtual post-secondary planning sessions for families. Offer sessions in multiple languages.*
- ⇒ *Create plans to provide career-exploration and work-based learning, including virtual, simulated, and on-campus experiences. This may include establishing on-campus, in-district, and/or virtual Work-Based Learning (WBL) experiences, and implementation of career aptitude and interest assessments.*
- ⇒ *Send out a senior exit survey in order to understand and track the postsecondary intentions of recent graduates and provide support.*



6. Family, Community, Engagement

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

¹² *ODE and HECC are partnering to provide guidance on accelerated learning during the 2020-21 school year.*

6a. Partnership in Planning

Ongoing engagement among staff, students, families and communities is critical to planning for a successful school year. Schools should consider the cultural and linguistic assets held within their communities when partnering with students and families in designing Operational Blueprints. In the planning process, schools have the opportunity to cultivate relationships with the families, tribal and community organizations, and the early learning and child care providers who supported student learning and development during school closure. These groups and individuals have been closest to our students during the closure, and are best positioned to help schools identify drivers for a successful school plan.

Required

- All Districts receiving Title Grant Awards of any kind, not solely Title VI, 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)
- Include early learning programs and child care providers in the planning process. Schools with preschool classrooms will include plans for these classrooms in the school Operational Blueprint. Additional considerations specific to early learning environments is forthcoming.

Recommended

- ⇒ Collaborate with staff, 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.

⇒ **Engage in Tribal Consultation:** The American Indian population is about 1.4% of the total population in Oregon and has been disproportionately impacted by COVID-19. This includes the nine federally recognized tribes in Oregon and other tribal nations with whom 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 an Education Department or someone designated to support the educational needs of its tribal members; 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 Website](#). 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 engagements; Tribal Consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and requires state and local governments, including school districts, 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 *at the same time* 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.
 - Share with co-located early learning *and out-of-school time* partners.

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.

- ⇒ *Make a communication plan with the family and follow the plan.*
- ⇒ *Connect students with other students, if possible.*
- ⇒ *Connect students with other staff members, if possible.*
- ⇒ *Share resources and information to set families up for success. Offer families access to contact information for resources (e.g., general or special educators, school counselors, or school social workers).*

6c. Before and After School Programs

As schools and districts consider options for reopening and redesigning the school day, they should reach out proactively to before and after school partners. Not only do out-of-school time providers excel in building positive youth relationships and provide enriching activities to help ease the effects of isolation and learning loss from the pandemic, they are an essential support to families in need of childcare. The out-of-school time support systems many families relied upon are shrinking in the era of COVID-19, and the loss of these resources disproportionately impacts our most marginalized and historically underserved communities. As schools and districts strive to find creative and effective ways to serve students, strengthening and expanding the connections and authentic cooperation between schools, families and community partners who provide these valuable resources should be included in planning efforts. The collective knowledge and experience in our communities is strong.

School and learning does not exist in isolation, but rather within the broader context of community. All of these supports and relationships are valuable by themselves, but students and families thrive and prosper when purposeful collaboration and alignment of resources are realized. Many programs have been serving students and families as emergency care providers since the beginning of the pandemic and throughout the summer and bring a lot of expertise with health and safety protocols. They may already have tried successful systems that could be replicated. Schools are encouraged to align instructional models, objectives and priorities to accelerate and reinforce learning and to coordinate on-going staff training and communication mechanisms to ensure cohesive health and safety protocols and alignment to changing instructional models and goals.

Community-based out-of-school time programs (e.g., Boys & Girls Clubs, YMCAs, Faith-Based Organizations, Culturally Specific Organizations, etc.) for school-age students operate under ELD guidance if they operate outside of a school facility.

Out-of-school time services may be provided during the time in which students are not scheduled for in-person instruction in a Hybrid or On-Site instructional model. They may also assist in providing care for students while simultaneously providing accommodations to supplement Comprehensive Distance Learning.

Requirements

- All 21st Century Community Learning Centers (Title IV-B) programs, regardless of where they provide service, are exempt from child care licensing requirements, and must follow Ready Schools, Safe Learners guidance, including completing an Operational Blueprint for Sections 1-3.*
- School-Based out-of-school time programs must use Ready Schools, Safe Learners as official guidance.*

- ❑ *School-Based out-of-school time programs must be included in Operational Blueprints (Sections 0-3 only).*
- ❑ *School-Based out-of-school time programs must provide on-going staff training to ensure proper implementation of health and safety processes and protocols to ensure staff and student safety.*
- ❑ *To the extent practicable, out-of-school time programs operating in school facilities must apply the same cohorting structures as the school day. The goal of effective cohorting is to limit as much disruption to quality learning experiences, while maximizing safety and efficiency in contact tracing. Consider the logistics of after-school program space utilization to ensure that social distancing requirements are maintained and students are exposed to the fewest practicable number of other students and staff.*

Recommended

- ⇒ *Engage partners in the planning process as soon as possible. Out-of-school time providers are professionals and experts in their field. They excel in creating innovative solutions with flexible models to support student learning.*
- ⇒ *Prioritizing additional supports for in-person services to foster better and more equitable opportunities for students who are:

 - *historically underserved;*
 - *differentially impacted by the virus (technology barriers, isolation, etc.); and/or*
 - *In need of additional support (academic, social and emotional, accommodations to access CDL).**
- ⇒ *Consider involving other spaces in the community in addition to school buildings (such as public libraries, Boys and Girls Clubs, YMCAs/YWCAs, daycares, faith-based organizations and museums) to provide in-person support.*
- ⇒ *Consider enlisting others in your community (including youth workers, social service providers, daycare staff, tribal organizations, community volunteers and parents) to work with teachers and other school staff to foster more learning, care and connection.*
- ⇒ *Find out who is offering before and after-school programs at or near your school. Keep a list as a reference document and resource to families.*
- ⇒ *Assess where additional capacity and support may be needed from external partners to support Operational Blueprints under Ready Schools, Safe Learners.*
- ⇒ *Meet with key community partners such as PTO, PTA and local community groups such as churches, businesses, etc., to identify needs.*
- ⇒ *Communicate with parents, caregivers and youth prior to reopening programs to communicate safety information and key programmatic information.*
- ⇒ *Review or create any needed memoranda of understandings (MOUs) to foster clear communication, expectations and to ensure students and staff are safe.*
- ⇒ *Schools could partner with out-of-school time providers to:

 - *work with groups not in class in models that use staggered schedules*
 - *facilitate computer science activities, theatre, visual arts, and other well-rounded activities to enrich students' learning experiences;*
 - *support homework completion, individual tutoring and projects assigned in class virtually or in-person;*
 - *strategically assign staff to coordinate additional check-ins, supplemental learning supports, and instructional support;**

- *strategically pair learning mentors versed in culturally responsive and sustaining practices to provide additional connection, care and support in learning; and/or*
- *partner in providing access to meals and other community resources.*

⇒ *Schools are encouraged to partner with out-of-school time programs to rapidly adjust service delivery in response to an outbreak in accordance with Section 0 of this guidance.*

NOTE: *It is an important distinction to note that **21st Century Community Learning Centers** (21st CCLC, Title IV-B) programs are considered academic programs and NOT child-care, although many working families depend on them in this way. These competitive federally funded grants require school districts and at least one community-based organization to partner in providing academic enrichment, a broad array of youth-development opportunities, and additional services to families when school is not in session. All 21st CCLC programs, regardless of where they provide service, are exempt from child care licensing requirements, and must follow Ready Schools, Safe Learners guidance. Additional guidance specific to 21st CCLC grantees is located in the [Ensuring Equity and Access: Aligning Federal and State Requirements](#) document.*



7. Mental, Social, and Emotional Health

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

Prioritizing the mental health of students and staff is essential. Mental health, which encompasses social, emotional, cognitive, and behavioral health, is central to the well-being of students and all who serve them.

Mental health and well-being are centered in the confluence of four, interconnected pillars of practice: trauma-informed care, social emotional learning, racial equity, and asset-focused, evidence-based or field-tested prevention and intervention programs. These pillars support a continuum of care that assures that the safety, security, and social connection needs of students, families and school staff are met.

Mental health promotion elevates the inherent strengths, agency, voice, courage and determination of each individual. It compels us to ask what makes people, families and communities thrive in the face of difficult challenges, and what we must do to recognize, honor and uplift that



resilience. Although it is important to recognize and acknowledge that most people will encounter significant challenges during their lifetimes, we discourage the tendency to label people based on their experience, categorize them into groups, or adopt a mindset of “fixing what is broken”. Instead, it is important to affirm that health is dynamic and fluid, and that individuals are capable of healing and transformation, sometimes with little or no assistance. When support and care are requested, it is important to make quality, mental health resources readily available, and offer them free of stigma. Relationship building, and clear, compassionate communication are at the heart of that effort.

Traumatic events like pandemics, natural disasters, accidents or deaths, and intense, chronic stressors such as poverty, illness, family dysfunction, racism, discrimination, abuse and societal discord will impact students, staff and families differently based on race, age, gender, sexual orientation, culture, and/or role. Although most students and adults have experienced, or are facing considerable challenge and adversity, not everyone will be traumatized. We do, however, need to be prepared to address the signs and symptoms of trauma when they arise.

We recommend the utilization of strengths-based, trauma-informed, racial equity-centered, [Tier 1](#) strategies that foster social emotional learning skill development, support healthy behaviors (nutrition, fitness, hygiene, sleep, digital citizenry), build prosocial relationships and social competence, instill hopefulness, kindness and compassion, bolster cognitive competencies such as problem solving and wise decision-making, make use of restorative practices and, most importantly, cultivate safe, supportive, kind school communities where everyone can thrive. For those experiencing considerable stress and distress, [Tier 2 group interventions](#), or [Tier 3 targeted, individual supports](#) including a well-coordinated crisis response, are necessary prerequisites to assure their well-being.

7a. Planning

Required

- Mobilize response teams *of qualified mental health professionals* to address *Tier 3, targeted intervention and crisis* mental, social and emotional health *service needs* 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

- ⇒ *Intentionally create a school-wide culture that prioritizes staff and student mental health needs, and provides a positive and supportive environment for students, families and staff. Create as much predictability in scheduling and procedures as possible.*
- ⇒ *Create a readily available network of mental health professionals with specialized training in addressing student and staff mental health service and support needs with an emphasis on developing partnerships with culturally and linguistically-attuned providers. Direct students and families to mental health resources and liaise if needed.*
- ⇒ *Plan to provide staff, students and families with access to telehealth and telemental health services including using district high speed broadband, cellular service, technology, land lines.*
- ⇒ *Create a communication plan for staff and families to destigmatize stress and emotional challenges, and encourage seeking support.*

- ⇒ *Consider creating peer support communities for parents, and for students.*
- ⇒ *Encourage student voice through artistic expression – writing, art, movement, theatre arts and music.*
- ⇒ *Develop a schedule for regularly checking in with students and parents, particularly for those identified as requiring mental or emotional support, or having significant life challenges. Provide responsive and timely support for students needing Tier 2 and 3 services.*
- ⇒ *Develop a schedule for regularly checking in with staff. Recognize and affirm that school staff are experiencing considerable stress as they return to teaching, and adjusting to different and fluid instructional models. Provide times in the workday for self-care and health breaks, and link staff with EAP services.*

7b. Resources and Strategies

- ⇒ Recognize and acknowledge the stress and *challenges* that students, families, and staff have experienced and may continue to feel during the school year; *validate and affirm their challenges*, and prioritize time *for them to give voice to their experience*. *This may be particularly important for students of color, and those identifying as LGBTQIA+ who have been disproportionately affected by the Covid-19 pandemic.*

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 accessible, equitable, culturally- and linguistically-attuned [Tier 1](#) education and support to all students, staff and families including strategies that foster belonging, physical health, stress management, enhancing resilience and social emotional skills, and equity. Nurture positive qualities such as kindness, empathy, optimism and forgiveness.*
- ⇒ *Avoid focusing on trauma and negative behaviors.*
- ⇒ *Provide students with accessible, equitable, culturally- and linguistically-attuned [Tier 2 \(group support\)](#) and [referrals to Tier 3](#) (individual therapy and crisis support) services.*
- ⇒ *Facilitate virtual opportunities for students to safely interact with their peers.*
- ⇒ *Prioritize student safety and connection, and quickly identify and address bullying and harassment (in-person and online).*
- ⇒ *Provide trauma-informed, racial equity-centered professional development opportunities for staff to support them in mindfully and compassionately addressing student stress, emotional distress, and behavioral and academic problems.*
- ⇒ *Provide opportunities for educators and staff to create professional learning and support communities.*
- ⇒ *Strengthen [telemental health](#) offerings. Establish a policy to encourage the use of technology to access telehealth services for students, families, and staff.*

- ⇒ *Incorporate activities that build trust and relationship building with the students and their families prior to school starting.*
- ⇒ *Coordinate with counseling staff to prepare students for transitioning between schools (i.e. forecasting support, information sessions, etc.)*
- ⇒ *Encourage parents/caregivers to continue to find ways to support family health and well-being, including using developmentally appropriate strategies that promote learning, rest, play, exercise, creativity, and involvement in family and household activities and responsibilities.*
- ⇒ *Provide linguistically and culturally attuned coaching, technical assistance and empowerment to parents/caregivers to support them in their role as home educators, particularly in families with non-English speaking parents. When possible, create parent peer learning communities where caregivers can brainstorm practical strategies and receive emotional support.*



8. Staffing and Personnel

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

It is important that staff are supported through reentry. Teachers and other school and district staff are essential partners with vital expertise. Districts should collaborate with teachers at all levels and staff across departments throughout planning and reentry. Each district needs to provide ongoing professional learning and communication so staff have the most-up-to-date understanding of all ODE and OHA guidance. To the extent any modifications or reductions in a public school workforce are necessary, any such actions should consider the goals of the Educator Equity Act, ORS 342.437.

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' *physical and mental* health and 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. See the [Comprehensive Distance Learning Guidance Document](#) for more information.
- ⇒ Include professional learning that supports social emotional learning and trauma-informed care practices that are culturally responsive and sustaining. ([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](#))
- ⇒ 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

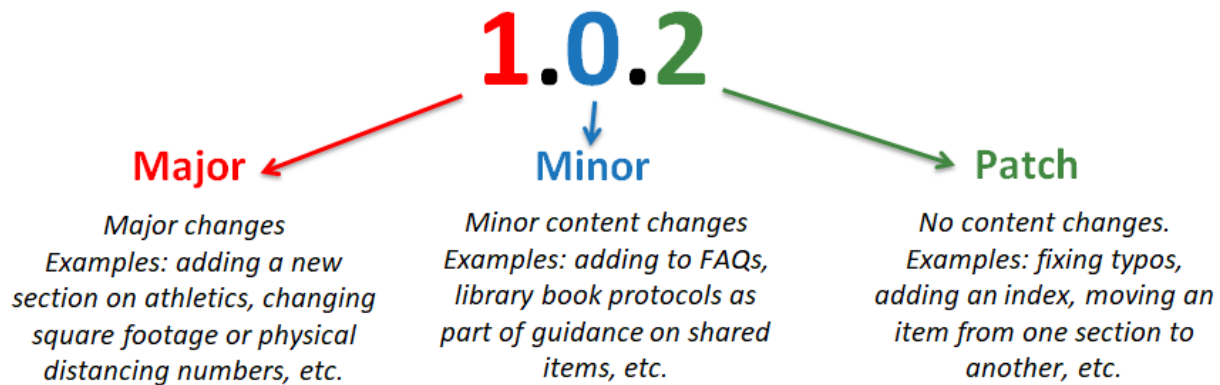
We have received the input of more than 15,000 Oregonians as we have iterated Ready Schools, Safe Learners guidance. There are no more planned changes to the guidance until after school starts.

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.

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

Applied learning: Experiences that allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes.

Asynchronous Learning: Learning that occurs in elapsed time between two or more people. Examples include email, online discussion forums, message boards, blogs, podcasts, etc.

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](#).

Exposure: When an individual has close contact (less than 6 feet) for 15 minutes or longer with a contagious person with COVID-19.

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.

Implicit bias: The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

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.

Isolation: Separates sick people with a contagious disease from people who are not sick.

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.

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

Outbreak: An unusual number of cases in a given context. *In the context of this document, an outbreak is two unrelated COVID-19 cases in the same cohort.*

Physical Distancing: Maintenance of at least six feet of space between persons to the maximum extent possible. 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.

Quarantine: Separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.

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 pay attention to their thoughts* and emotions, *develop an awareness and understanding of the experience of others, cultivate compassion and kindness, learn to build and maintain healthy relationships, and make positive, prosocial decisions that allow them to* set and achieve *their* positive goals.

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

Synchronous Learning: *Learning in which participants interact at the same time and in the same space.*

Teacher-facilitated learning: A synchronous (either on-site or off-site) or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to academic content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progression. Synchronous opportunities, either on-site or off-site, must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.

- Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA.

Trauma-Informed: *Trauma-informed principles and practices refer to a strengths-based, person-centered framework that recognizes the physical, psychological and emotional impacts of trauma, and prioritizes creating safe spaces to promote healing. It recognizes and honors the inherent strengths, resilience and funds of knowledge within each person, and works to increase awareness of how these assets can be accessed, within the trusting spaces of human relationships, to promote healing and flourishing.*