



Ready Schools, Safe Learners

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Discussion Guide

May/June, 2021

Purpose Discussion Draft



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The purpose of this Discussion Draft document is to guide conversations between school and district leaders, education partners and ODE officials about school operations for the 2021-22 school year.

The information captured in this presentation is not intended to be comprehensive or final guidance for Oregon's K-12 public schools and districts.

Your input will be collected through a survey, and our team will take notes during today's discussion. After each section we will answer your questions and make time for you to respond to the survey prompts.

Agenda

- Purpose & Approach
- Big Picture:
 - Significant Shifts Under Consideration
- Roadmap to Final RSSL Guidance
- RSSL Discussion Draft & Input Survey
 - Section 1 - Planning & Mental Health Supports
 - Section 2 - Instruction
 - Section 3 - Health & Safety protocols
 - Section 4 - Enrollment & Attendance
- Next Steps

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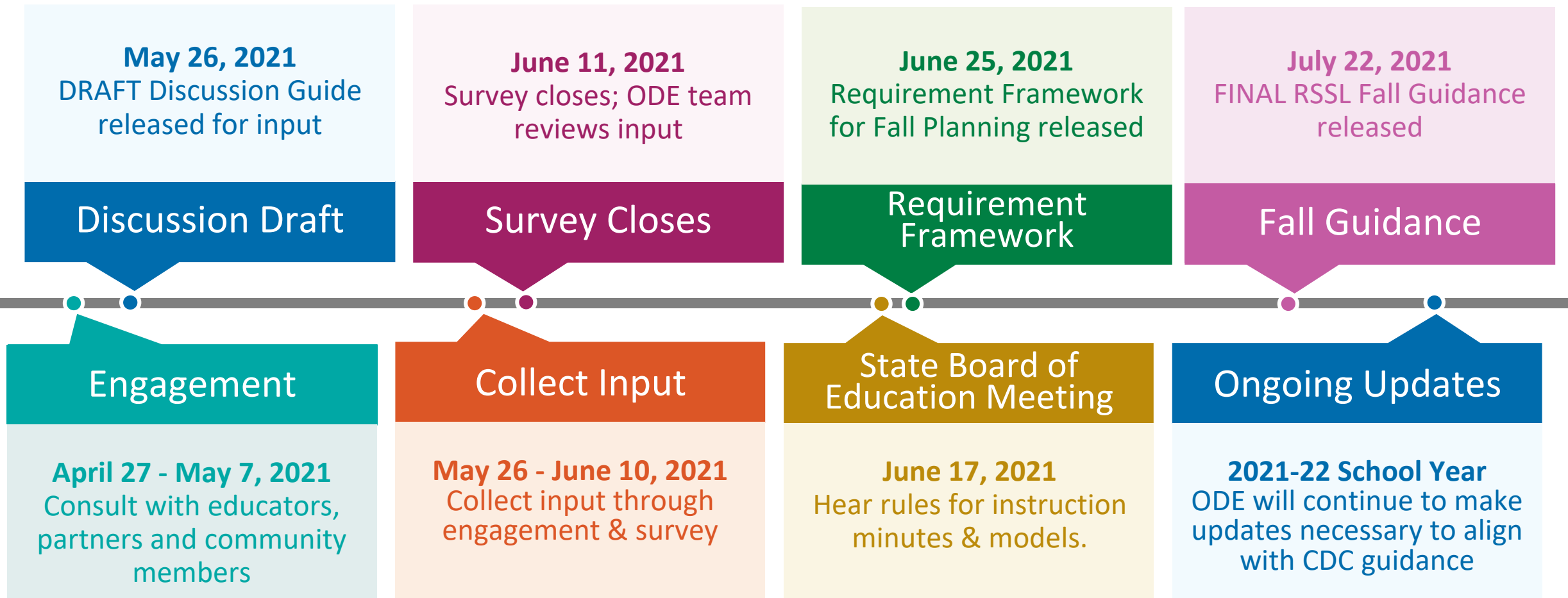
Our Approach Practical & Equity-Centered



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- **Ensure safety and wellness.** Providing students and families with access to critical services, such as nutrition, healthcare, and mental health support.
- **Center health and well-being.** Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.
- **Cultivate connection and relationship.** Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
- **Prioritize equity.** Recognizing the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, Latino/a/x, and Pacific Islander communities; students experiencing disabilities and students living in rural areas.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

Roadmap to Final RSSL Guidance



Big Picture Significant Shifts Under Consideration



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Welcoming Back Students Full-Time In-Person

- All schools will be open for full-time, in-person instruction every day.
- Seek ways to address disproportionate impacts by:
 - Safeguarding student opportunity;
 - Graduation requirements;
 - Family and community engagement; and
 - Mental health support.

Supporting Instruction & Pathways for Learning Remotely

- Setting quality standards for any remote instruction.
 - Includes existing and new virtual online schools and programs and home-based learning schools and programs.
- Returning to previous instructional time requirements.

Reducing the breadth of health and safety requirements

- Increasing local decision-making.



Planning

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Planning & Mental Health Supports

Attending to Well-Being.

- Students and staff will need outlets to process personal and professional stress, challenging emotions, trauma, grief.
- Prioritize physical health and mental health for students and staff to support academic achievement.
- With increased need for culturally responsive workforce, create pathways for diversifying the educator workforce and provide existing staff opportunities for growth and professional learning.

School Safety & Prevention.

- Create welcoming schools, recognize that students, families and staff of color may not feel safe in school settings in this time.
- Recognize that current culture of polarization may increase incidents of bullying, harassment, racism, victimization, and violence within schools.

Access to Mental Health Services & Crisis Services.

- Strengthen communication throughout communities and school networks via newsletters, district website, social media, etc.
- Ensure school community members have full information regarding available local services & contact information.

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Instruction

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What to Expect for the 2021-22 School Year

Welcoming students back to full-time, in-person instruction.

- Daily instruction in a school facility with teachers and peers to occur full-time 5 days per week for all students (*with the exception of districts who operated a 4-day per week model pre-pandemic*).
- Districts and charter schools may opt to offer a Remote Instructional Model that meets new standards within Division 22 requirements.
- Blended learning strategies and use of technology will be a critical and necessary component of the On-Site instructional model, serving to seed innovative practices that build from what educators and students have learned in distance learning.

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Safeguarding Student Opportunity Clause

Districts shall not make a decision for any student that:

- limits opportunity to progress within a course sequence; or
- determines kindergarten or first grade entry or grade promotion or retention; or
- determines placement in an advanced courses, dual credit courses or accelerated learning; or
- limits opportunities for any extra-curricular activities, CTSOs, clubs, or sports based *solely* on performance and/or attendance during the spring of 2020 or the 2020-21 school year.

Maintaining rigorous expectations and supports for accelerating learning for all students is part of providing an equitable education.

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Online Instructional Model

- **Reimagining Remote Instruction.** Districts and charter schools may opt to offer a Remote Instructional Model that meets new standards within Division 22 requirements (see next slide).
- **Any Schools or Program that Offers a Majority of its Instruction Remotely Must Follow Requirements.** Includes any program/school/district where the majority of instruction occurs remotely (district-created online schools, virtual public charter schools, private alternative education programs/schools, and publicly funded home-based learning programs/schools).

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Online Instructional Assurances

Required Assurance	Assurance Detail
Assurance #1: Licensed Instruction	All online instruction will be provided by appropriately licensed or registered (for charter schools) teachers.
Assurance #2: At Minimum, 50 Percent Daily Synchronous Learning	At least 50% daily of a student's daily instruction is delivered synchronously by the licensed or registered teacher(s).
Assurance #3: IEP Requirements	As Individualized Education Program (IEP) teams develop IEPs for students, they should strive to ensure any specialized instructional minutes are provided synchronously and intentionally design any accommodations and modifications to maximize the asynchronous and synchronous formats. Students with an IEP should retain full access to the 50% synchronous instructional time provided to all students in general education.
Assurance #4: State Assessments	Responsible for having a plan for and administering the state assessments to its students as required by state and federal law.

Instructional Hours

For the 2021-22 School Year:

- Districts will meet all standard instructional time requirements from Division 22 (OAR 4581-022-0102(30) and OAR 581-022-2320).
- The temporary rule for Division 22 that allowed districts additional flexibility to count additional professional learning time and additional parent-teacher conferencing will not continue into 2021-22 in an effort to maximize time students are directly engaged in classroom learning.
- It is still appropriate to provide additional professional learning time and additional family engagement time, but not more than 30 hours of each may be counted as instructional time.

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Instructional Materials

For the 2021-22 School Year:

- Districts that use new digital content as core curriculum for a course of study, or any part thereof (581-011-0050), (for instance, the core curriculum) must complete an independent adoption of instructional materials as detailed in 581-022-2350.
- Districts must provide their local school board with the information in sections 1 through 7 of OAR 581-022-2350 to inform the local school board's review and independent adoption of instructional materials.
- Adopted materials must comply with the most current National Instructional Materials Accessibility Standard specifications regarding accessible instructional materials.
- Adopted materials must provide equitable access to all learners, including Emergent Bilingual students, students identified as Talented and Gifted, and students who experience disability.

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Graduation & Post-Secondary Planning

For the 2021-22 School Year:

- Oregon Diploma credit requirements and subject-area requirements maintained.
- Personalized Learning Requirements of Education Plan and Profile, Career Related Learning Experience, and Extended Application are required.
- Demonstration of Essential Skills is waived for the class of 2022.
- Districts must support post-secondary planning for students.

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Your Questions & Input

Please use the chat feature for questions.

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Section 2: Instruction

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Health & Safety Protocols

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What to Expect for the 2021-22 School Year

Essential Mitigation Strategies

- Face Coverings (when applicable)
- Physical Distancing (3 feet to the degree possible)
- Public Health Communication & Training for School Staff
- Communicable Disease Plan (division 22 requirement)
- Isolation & Quarantine
- Response to Outbreak

Local Decision-Making

- Transportation
- Entry & Screening
- Cleaning & Disinfecting
- Cohorting
- Visitors & Volunteers

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No Changes to Current Guidance

Information Sharing and Training

- Schools must communicate health & safety protocols to students, families, and community.
- Schools must continue to cooperate with local public health authorities and other critical partners (tribes, transportation contractors, charter schools, etc.).
- Schools must provide training on health and safety protocols for all staff.

Communicable Disease Plan

- Remains Division 22 requirement.

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Isolation & Quarantine

- 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).
- The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

Outbreak Protocols

- ODE and OHA will maintain an outbreak response guide.

Your Questions & Input

Please use the chat feature.

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Section 3: Health & Safety

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Enrollment & Attendance

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What to Expect for the 2021-22 School Year

- Restoring the 10-day drop to provide better data on how and when students leave schools (this was suspended during the 2020-21 school year with an aim to serve students to the maximum extent possible).
- Attendance for full on-site instruction will use ODE's prior attendance and reporting practices.
- An updated definition of Attendance for districts and charter schools using an Remote Instructional Model.
 - Continue to follow 24-hour notification period to notify parents and families when a student is absent from an remote setting.

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10-Day Drop

- The 10-day drop rule will be reinstated.
- Districts to use active and inactive rolls similar to pre-pandemic protocol.
 - Students who may be gone for more than 10-days and return to school should be easily re-engaged and re-entered without a full re-enrollment process.
- Leveraging the “distance learning” flag in ADM reporting and aligning definitions within the existing data architecture to instructional models as much as possible.
- Virtual schools are expected to comply with ORS 338.120(1)(n) requiring notice of a students withdrawal in the district where the student is a resident.

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Attendance

- For On-Site Instructional Models, ODE's pre-pandemic attendance and reporting practices are unchanged. This is done in ½ day increments, and not necessarily a once-a-day check-in.
- A "Day in session" means a scheduled day of instruction during which students are under the guidance and direction of teachers - OAR 581-023-0006(1)(f): (f).
- Session day requirements described in the [cumulative ADM manual](#) 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.

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Attendance Definition for Remote Instruction

For All Online Instructional Models:

- *Attendance includes both participation in class activities and substantive interaction with a licensed or registered teacher during a school day or substantive interactions with educational assistants, paraprofessionals, and TAPP family advocates that support meaningful learning and/or attend to student mental health and well-being.*
- Substantive interactions can be evidenced by any of the following or reasonable equivalents:
 - Active participation in a video class;
 - *A meaningful series* of two-way communications between student and teacher via chat, text message, communication app or email;
 - *A sustained* phone call between the teacher or educational assistants/paraprofessionals and the student, or, for younger students, with the parent or guardian of the student.

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24-Hour Notification Period for Remote Instruction

- Schools have a foundational responsibility to notify parents and families
- ORS 339.071 remains in place in both in-person and distance learning/online instruction to inform parents and families if a student is unexpectedly absent (not pre-excused) by the end of the school day to verify safety of the student. Schools should design systems for both in-person and distance learning that allow the end of the school day to fall at a reasonable time for this notification.
- Attendance should be demonstrated in a set 24 hour window that the school establishes and communicates to families prior to the school year. The 24 hour window is **not** required to be from 12am to 11:59pm.

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Your Questions & Input

Please use the chat feature.

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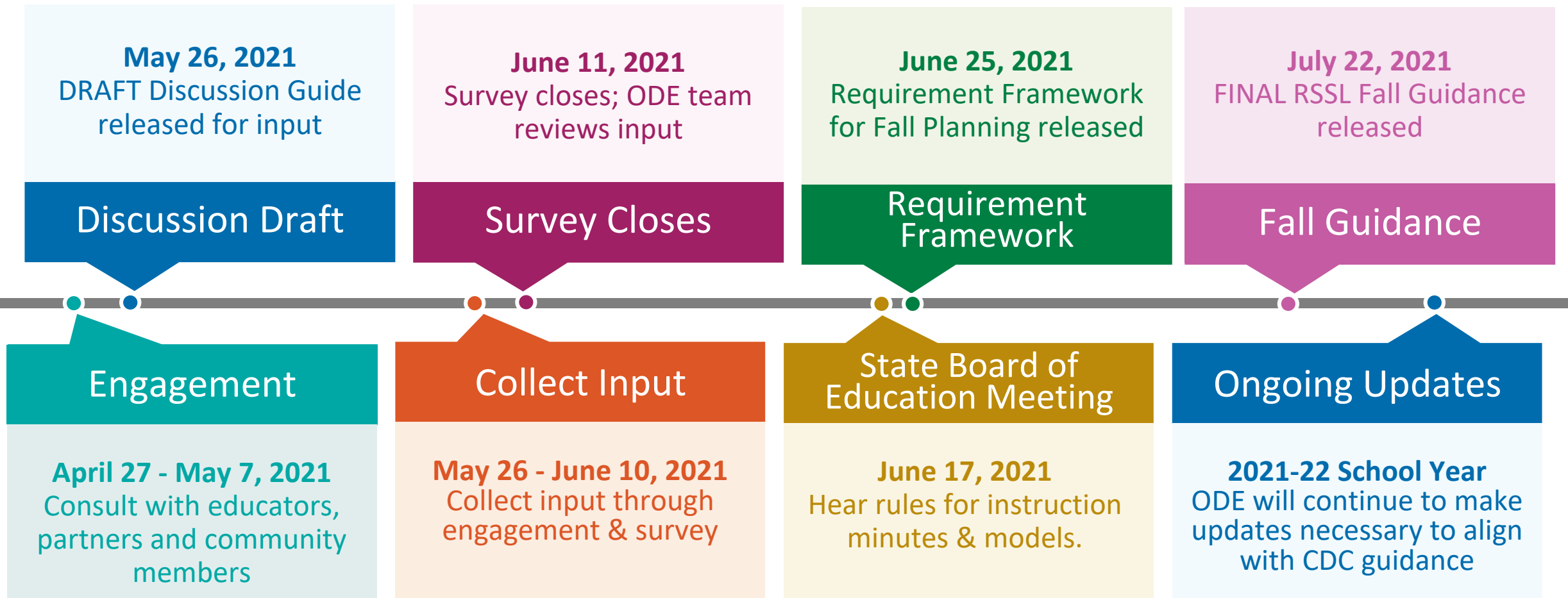
Section 3: Enrollment & Attendance

Section 4: Overall Feedback

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Roadmap to Final RSSL Guidance



Thank You

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