



Ready Schools, Safe Learners

House Education Committee

September 22, 2020

Guiding Principles

Ensure safety and wellness. The decision to return to school settings must be driven by health and safety considerations. In planning, prioritize basic needs such as food, shelter, and wellness and create the conditions to support mental, social, and emotional health of students and staff.

Cultivate connection and relationship. Quality learning experiences require deep interpersonal relationships and a learning environment where people are seen, known, and loved. Especially in the midst of returning to school settings from an extended school closure, supporting students and families should begin with connection and relationship.

Center Equity. In Oregon, based on data released by OHA, all racial and ethnic groups are disproportionately impacted by COVID-19 as compared to their white peers. Recognize the disproportionate harm and impact that COVID-19 has caused for certain communities. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.

Innovate. The complex circumstances in which learning is currently situated requires ongoing reflection and iteration to assure deep learning for every student.

Monitoring for Equity Impacts

Equity Impact Analysis Phase I:

1. Convened a team of equity leaders in Oregon to review RSSL with an equity, racial equity and anti-racist lens
2. Co-designed a process for an equity analysis of the RSSL content by creating a matrix to guide the review and record responses.
3. Input was provided on each section and subsection of the guidance, from 4a through 8c, and asked five critical questions for each subsections:
 - What are your initial clarifying questions?
 - What needs to be stressed/emphasized in this subsection?
 - What changes would you make?
 - What are your suggestions/recommendations?
 - If you were working with a district team on this subsection, what questions would you ask to probe deeper understanding around equity, racial equity, and anti-racism?
4. Several changes were incorporated into the recent iterations of RSSL, both in tone and in substance, including the addition of new resources for district implementation teams to consider.

Monitoring for Equity Impacts

Equity Impact Analysis Phase II - Our journey forward:

As the school year begins, ODE will be working with ESDs and school leaders to develop a regional approach to empathy interviews, focus groups, and surveys that we hope could identify and surface the strengths, needs, and gaps in how the 2020-21 year is unfolding for students and families with an explicit attention to:

- Students of color
- Students with disabilities
- Emerging Bilingual Students
- Students navigating poverty, homelessness/houselessness, and foster care
- LGBTQ2SIA+ students
- Families
- Staff



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Updated Metrics



FOLLOWING THE METRICS CRITERIA FOR IN-PERSON INSTRUCTION

Oregon
Health
Authority

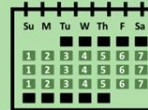
RETURN TO IN-PERSON INSTRUCTION

Schools must be in a county that is no longer in baseline phase.

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.



COUNTY METRICS
to be met three weeks in a row

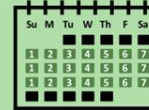


Case rate: ≤10 cases per 100,000 population in the preceding 7 days*

Test positivity: ≤5% in the preceding 7 days



STATE METRICS
to be met three weeks in a row



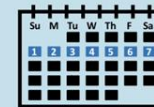
Test positivity: ≤5% in the preceding 7 days

***For Youth Correctional and Juvenile Detention Programs:**

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.

PLAN TRANSITION TO 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.



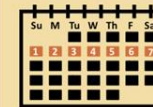
COUNTY METRICS

Case rate: ≥20 cases per 100,000 population in the preceding 7 days*

Test positivity: ≥7.5% in the preceding 7 days

INITIATE COMPREHENSIVE DISTANCE LEARNING with no exceptions

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 days*

Test positivity: ≥10% in the preceding 7 days

≤ LESS THAN
OR EQUAL TO
≥ GREATER THAN
OR EQUAL TO

< LESS THAN
> GREATER THAN

School Has Started

We have received 1,594 operational blueprints for public and private schools/districts/programs:

- **Comprehensive Distance Learning** – 1190 or 74.7% of schools/programs plan to open in this model
- **Hybrid (On-site and Comprehensive Distance Learning)** – 164 or 10.3% of schools/programs plan to open in this model
- **On-site Learning** – 162 or 10.2% of schools/districts/programs plan to open in this model
- No or multiple models indicated – 78 or 4.9% of schools/programs

Comprehensive Distance Learning

COMPREHENSIVE DISTANCE LEARNING REQUIRED ELEMENTS

ACADEMIC CONDITIONS



Teaching and
Learning



Instructional
Time



Assessment, Grading,
and Reporting Progress

OPERATIONAL CONDITIONS



Nutrition



Attendance



Clubs and
Extracurricular Activities

STUDENT AND FAMILY SUPPORT



Equity and Access



Mental, Social, and
Emotional Health



Partnering with Parents,
Families, and Caregivers

DIGITAL LEARNING NEEDS



Infrastructure



Devices



Software
Systems



Digital
Content



Professional
Development & Training



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Oregon achieves... together!

*“Astute educators know that all that is taught is not necessarily learned, regardless of the setting. The quest, then, is to determine what ingredients are vital for learning to occur. **We ask ourselves, what is the right combination of experiences that ensure learning? What conditions must be present?** Teachers whose mission is to cultivate engaged learners teach the kinds of strategies learners need and create opportunities for students to use them.”*

Douglas, Fisher. The Distance Learning Playbook, Grades K-12 (p. 106). Corwin. Kindle Edition. July 2020.

From Spring 2019 to Fall 2020:

Key Shifts

Instruction

- Increased daily learning time
- Focus on Teacher-Facilitated learning time
- English language support and SPED support provided through real-time opportunities

Relationship & Connection

- Daily real-time check-ins between staff/student
- Daily peer interaction
- Daily attendance
- Safeguarding Student Opportunity

Family Engagement & Communication

- Family/parent virtual connections at least 4 x per year
- Family & student feedback at least 3 x per year

Digital Learning Needs

- Infrastructure, Devices, Software System, Digital Content, Professional Development

Changes in the Learning Day

Distance Learning For All	Comprehensive Distance Learning
Waived Division 22 Instructional Time Requirement	Maintained Division 22 Instructional Time Requirements (HS 990/K-8 900) <i>*Increased allowable time for teacher professional development and family conferences/contact pending SBE approval.</i>
Recommended times for teacher-led learning <ul style="list-style-type: none"> ● K-3: 45-60 minutes maximum ● 4-5: 90 minutes maximum ● MS/HS: 3 hours maximum 	Required minimums for teacher-facilitated learning <ul style="list-style-type: none"> ● K-3: 140 minutes ● 4-8: 150 minutes ● 9-11: 2 hours 50 minutes
No synchronous contact required	At least one daily synchronous opportunity required
Pass/Incomplete in lieu of letter grades	Equitable grading policy determined by district (letter grades allowed)
Daily attendance encouraged	Required daily attendance

Annually, approximately 43,000 High school students in Oregon earn a form of dual credit, sponsored dual credit, and/or assessment based learning credit.

Transferability Update:

- The vast majority of college credits earned in high school are being accepted at Oregon Institutions.
- There is now a clear process to support students where there are transfer questions.

Issues & Needs

- Aligning changes to college and high school schedules
- Funding reductions and time constraints limiting joint planning
- Advising and information for students families and counselors

Solutions & Next Steps

- Accelerated Learning FAQ released 9/21
- Regular coverings with counselors, dual credit coordinators, HECC, and ODE
- Directory of college credit opportunities for students in high school to be published soon

Alternative Education and GED Option Programs

Alternative Education Options:

Public Alternative Programs and Schools

- Operated by school districts, may be stand-alone, may be program within a school
- Public alternative schools have report card, programs do not
- Many serve students up to age 21
- Schools and programs may be K-12
- 5053 students enrolled in 2018-2019

Private Contracted Alternative Programs and Schools

- Operated by community-based organizations, non-profits, treatment centers, juvenile detention centers
- Annual registration with ODE
- Accountability is to contracting school district
- Frequently serve students to age 21 and system-impacted students
- 1517 students enrolled in 2018-2019

GED Option Programs:

- Operated by multiple entities: school districts, ESDs, community colleges, community-based organizations, juvenile detention facilities, residential treatment facilities
- GED preparation and testing for students 16-18, must also pursue diploma simultaneously in order for program to receive State School Fund dollars
- 1661 test takers in 2018-2019 (1120 earned their GED)

Ensuring Equity and Access: Aligning Federal and State Requirements

Companion Guidance to Ready Schools, Safe Learners and Comprehensive Distance Learning

1

Every Student Succeeds Act (ESSA) Federal Title Grant Programs

- 1a. ESSA Requirements
- 1b. Limited In-Person Instruction for Emergent Bilinguals and Title Services
- 1c. Consultation with Tribes
- 1d. Supplement not Supplant
- 1e. Leveraging Federal Funds
- 1f. Funding Flexibility: Adjusting Pla
- 1g. Title I-A Improving Basic Progra
- 1h. Title I-C Education of Migratory
- 1i. Title I-D Neglected and Delinque
- 1j. Title II-A Preparing, Training, and
- 1k. Title III / Emergent Bilinguals - L
- 1l. Title IV-A Student Support and A
- 1m. Title IV-B 21st Century Commu
- 1n. Title V-B Rural Education Achie
- 1o. McKinney-Vento
- 1p. Equitable Services for Private S
- 1q. Foster Care

2

Students Prote Equity and Access to

- 2a. Design and Review of Section 5
- 2b. Required Health Services

3

Individuals with Disabilities Education Act (IDEA) Serving Students Experiencing Disability

- 3a. Limited In-Person Instruction for IDEA Services
- 3b. Cohorting and Least Restrictive Environment
- 3c. Evaluations and Eligibility
- 3d. Child Find and Referral
- 3e. Individualized Education Programs (IEP)
- 3f. Specially Designed Instruction
- 3g. Related under IDEA
- 3h. Transportation as a Related Service
- 3i. Secondary Transition Services
- 3j. Progress Monitoring
- 3k. Compensatory Services or Recovery Services
- 3l. Social and Emotional Behavior Supports
- 3m. Staffing

Ensuring Equity and Access: Aligning Federal and State Requirements

Companion Guidance to Ready Schools, Safe Learners and Comprehensive Distance Learning

Putting It Into Practice

Common Grant Requirements

Meeting Key Requirements Across Models During the 2020-21 School Year

2019-20 School Year → 2020-21 School Year

Budget Narratives

- CIP Budget Narratives opened in August 2019
- Initial budget narratives by December 1, 2019 with minimal revisions in the spring



Budget Narratives

- Initial budget narratives submitted in early fall to gain access to funds
- Multiple revisions submitted throughout the year (as needed by the district)

Time and Effort

- Semi-Annual Certifications completed with a hard signature obtained by each federally funded employee



Time and Effort

- Collect electronic signatures or employee affirmation

Expenditures

- Title funds braided to support district initiatives
- Transferring funds utilized to a limited extent
- Inventory maintained, with few items off campus



Expenditures

- Title and ESSER funds braided to support district initiatives
- Reconsider transferring funds to maximize flexibility
- Inventory adjusted to reasonably track items (e.g. laptops, hot spots) off campus



Supporting Student Well Being

Braiding Federal Funds during COVID-19

Activity	Title I-A*	Title I-D	Title II-A	Title IV-A	REAP/RLIS
School counseling staff and activities	✓	✓		✓	✓
Pro-social activities in CDL	✓	✓		✓	✓
Supplies for art, music, and STEM activities at home	✓	✓		✓	✓
Behavioral supports and reinforcements (limited value)	✓	✓		✓	✓

*Title I-A Funds must be used for students who attended Title I-A funded buildings

Supporting Instruction & Professional Development

Braiding Federal Funds during COVID-19

Activity	Title I-A*	Title I-D	Title II-A	Title IV-A	REAP/RLIS
Core instruction material and supplies	✓				✓
Teacher training & support for distance learning	✓	✓	✓	✓	✓
Virtual teacher trainings	✓	✓	✓	✓	✓
Salary and extra duty pay	✓	✓	✓	✓	✓

*Title I-A Funds must be used for students who attended Title I-A funded buildings

Ensuring Equity and Access: Aligning Federal and State Requirements

Companion Guidance to Ready Schools, Safe Learners and Comprehensive Distance Learning

Section 2: Students protected under ADA and Section 504

2a. Design and Review of Section 504 Plans

Required

- ☐ Make instruction accessible for all learners. All learning platforms must adhere to ADA requirements for visual accessibility. Teams should consider both the needs of the student as well as family/caregiver support for access.
- ☐ Provide students with access to assistive technology as appropriate to increase, maintain, or improve functional capabilities; establish protocols detailing availability of assistive technology services to assist a student and parents in the selection, acquisition, or use of an assistive technology device.
- ☐ Consult with district Title II (ADA) and Section 504 Coordinator expertise in creating plans for school reopening to provide all students who experience disabilities with FAPE.
- ☐ Convene Section 504 teams, virtually if Community Health Metrics have not been met, and make an individualized determination whether and to what extent compensatory services are to be provided once school reopens for students with 504 plans who have experienced a loss of skills due to the extended school closure.

Schools must evaluate accommodations and modifications for all instructional settings. Under different instructional models, accommodations and modifications may need to be added, revised, or removed.

Ensuring Equity and Access: Aligning Federal and State Requirements

Companion Guidance to Ready Schools, Safe Learners and Comprehensive Distance Learning

Comprehensive
Distance
Learning

Home Instruction

Home-school
(Parent Choice)

Scenario

IDEA Implications

Student is enrolled in a public school system and receives education services (including special education and related services) outside of the traditional brick and mortar school building through a process determined by the public school system.

Student is entitled to all provisions of IDEA. Public school systems shall ensure free appropriate public education (FAPE) is provided in the least restrictive environment (LRE) and procedural safeguards are implemented.

Student is enrolled in a public school system and receives special education and related services in the student's home or other designated setting such as a hospital because the IEP team determined homebound is the most appropriate placement based on the student's individual health and/or academic needs.

Student is entitled to all provisions of IDEA. Public school systems shall ensure FAPE is provided in the LRE and procedural safeguards are implemented.

Student is NOT enrolled in a public school system because the parent opted not to enroll in a public or a private school and instead will deliver all instruction at home in accordance with state homeschool guidelines.

FAPE does not apply to homeschool. Limited procedural safeguards of IDEA may apply to child find and evaluation activities.

Ensuring Equity and Access: Aligning Federal and State Requirements

Companion Guidance to Ready Schools, Safe Learners and Comprehensive Distance Learning

Developing IEPs for 2020-21	
OPTION A Amend Plans as Instructional Models Change	OPTION B Proactively Plan for Changes in Instructional Models
<p>As in any previous year, regardless of option chosen, IEP meetings must address the following elements for IEP development:</p> <ul style="list-style-type: none"> • Develop the Present Levels of Academic and Functional Performance (PLAAFP Statements) based on age/grade level expectations. <ul style="list-style-type: none"> ◦ Discuss and describe strengths and challenges the student has accessing the general curriculum. ◦ Discuss and describe strengths and challenges the student has related to functional performance. ◦ Describe how the unique nature of the student's disability impacts their ability to access the general curriculum. • Develop Measurable Annual Goals that enable FAPE based on those strengths and challenges. <ul style="list-style-type: none"> ◦ Prioritize the most critical skill and strategy development for IEP goals. ◦ Each barrier to accessing the general curriculum that the team identified in creating PLAAFP statements must be addressed in the IEP, but not necessarily in IEP goals. ◦ Include measurable postsecondary goals where appropriate, based on age or student need. • Determine the services/supports needed to provide FAPE. <ul style="list-style-type: none"> ◦ Special Education (Specially Designed Instruction) and Related Services are the core supports that enable a child to achieve annual goals and receive FAPE. ◦ Teams should also consider the need for supplementary aids and services, including accommodations/modifications; necessary supports for school personnel; and other services/supports needed to enable appropriate progress. • Determine the Least Restrictive Environment (LRE) in which those services/supports can be provided. <ul style="list-style-type: none"> ◦ The general education setting where all students receive their education must be the first consideration. ◦ Each time placement is being considered, IEP teams must first presume placement in the regular classroom. ◦ More restrictive placements may be made only as the data indicates that the unique nature of the child's disability precludes them from successfully accessing FAPE in lesser restrictive settings. <p><small>This option is the same as previous years. Districts who select this option will need to address questions in Option B upon any shift in instructional models.</small></p>	<p>In addition to the elements addressed in Option A, in order to develop IEPs that are resilient to changes in instructional models, IEP teams must also consider:</p> <ul style="list-style-type: none"> • Develop the Present Levels of Academic and Functional Performance (PLAAFP Statements) based on age/grade level expectations. <ul style="list-style-type: none"> ◦ How do changes to the general education context (i.e., instructional model selected) impact the strengths and challenges the student has relative to the general curriculum? ◦ How does the child's disability impact their ability to function within the selected instructional model(s)? • Develop Measurable Annual Goals that enable FAPE based on those strengths and challenges. <ul style="list-style-type: none"> ◦ Consider whether changes to instructional model(s) impact the most critical skills and strategies the student needs to learn to access FAPE (e.g., technology skills required for Comprehensive Distance Learning). ◦ Annual goals are worked on over the course of the IEP year, but not all goals, or short-term objectives/benchmarks are appropriate to work on throughout the entire year. Document any goals that are specific to certain instructional models. • Determine the services/supports needed to provide FAPE. <ul style="list-style-type: none"> ◦ Consider services/support for each possible instructional model the school may enter during the 2020-21 school year. ◦ Services and supports must be described with enough specificity that all IEP team members have the same clear understanding of services to be provided, including when, where, and by whom those services will be provided, regardless of shifts in instructional model. • Determine the Least Restrictive Environment (LRE) in which those services/supports can be provided. <ul style="list-style-type: none"> ◦ Changes to the general education setting where all students receive their education does not constitute a change in placement under IDEA. ◦ Changes to instructional models alone are not justification for increasing the restrictiveness of any student's placement. <p><small>This option requires additional considerations due to changes in requirements for the 2020-21 school year. Districts who select this option minimize the need to amend IEPs due to shifts in instructional models.</small></p>

Regardless of which option a district/program uses to develop plans, FAPE must be provided to each eligible student throughout the entire 2020-21 school year. ODE recommends Option B to proactively minimize the need for multiple IEP amendments throughout the school year.

• **Option A** is recommended if a school district/program anticipates being in one model all year long and/or a parent requests year-long comprehensive distance learning.

• **Option B** is recommended if a school district/program anticipates switching between models. By following Option B during IEP development, districts can minimize the need for IEP meetings due to instructional model changes.




◦ Option B should clearly describe the IEP implementation and plan for all instructional models.

This can be done in any of the following sections:

- Present Levels of Information
- Service Summary Page

The goal of Option B is to ensure that parents/guardians clearly understand the services provided across all instructional models.

A Toolkit for School Leaders and Local Public Health Authorities

Planning for COVID-19 Scenarios in Schools	
 <p>Common Protocols for COVID-19 School Scenarios</p>	<p>Exposure Scenarios • Becomes Ill Scenarios • Tests Negative • Does not get Tested • Tests Positive</p>
 <p>Communication Tools & Resources</p>	<p>Letter to Families: Prevention and Information • Letter to Families: Case of COVID-19 in School • Notification to Families: School Closure • Notification to Families: Exposure to COVID-19 • Notification to Families: Student Needs to Self-Isolate • Pre-Recorded Phone Message from Superintendent • Script for Teachers / Staff: Positive Case at School • Talking Points for use with Media • Press Release for use with Media • Frequently Asked Questions for Families • Tips for Communicating about the 2020-21 School Year • Common Terminology</p>
 <p>Frequently Asked Questions for School Leaders</p>	<p>Protecting Student and Staff Privacy • A Single Positive Case of COVID-19 • Initial Response to a Positive Case(s) at School • When to Close School(s) • Authority to Close School(s) • Public Reporting of Cases • Role of State and Local Public Health Authorities</p>

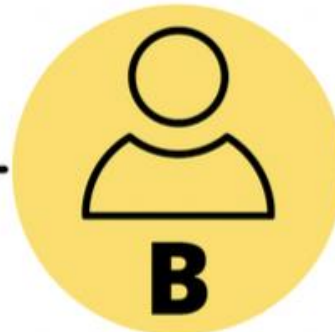
General Quarantine Protocol

**Confirmed
Case**



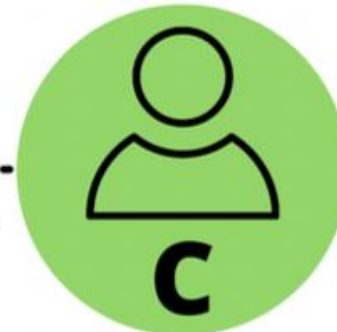
Close
Contact

**Should
Quarantine**



Close
Contact

**Does not
Need to
Quarantine**



No Close
Contact



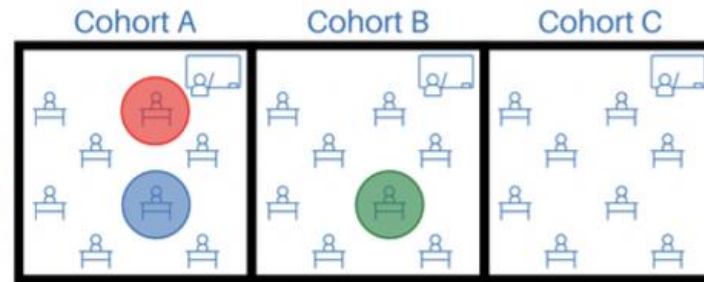
School-Based Examples of Responses Required

Due to Exposure to SARS-CoV-2 or Infection with COVID-19
Based on Classroom and Transportation Cohorts



This student could be considered A1 because they are in Cohort A and ride Bus 1.

If student A1 is exposed to SARS-CoV-2 or infected with COVID-19, all of the people in cohort A (students and teachers) **and** all of the students on Bus 1 must shift to Distance Learning for 14 days. The driver on Bus 1 must also be isolated for 14 days.



This student could be considered B1 because they are in Cohort B and ride Bus 1.

Because student A1 was exposed to SARS-CoV-2 or infected with COVID-19, student B1 must shift to Distance Learning for 14 days, since they share a transportation cohort. However, the remainder of Cohort B can remain in On-Site Instruction unless they also directly interacted with student A1.



Bus 1



Bus 2



Bus 3





This student could be considered A2 because they are in Cohort A and ride Bus 2.

Because student A1 was exposed to SARS-CoV-2 or infected with COVID-19, student A2 must shift to Distance Learning for 14 days, since they share a classroom cohort. However, the remainder of Bus 2 can remain in On-Site Instruction unless they also directly interacted with student A1.

Communication Tools and Resources

Schools also must adhere to FERPA regulations when communicating with families and the community. Schools must take extra precautions when sending communications regarding ill or exposed people to ensure students are not identified. The requirement for FERPA protection does not include communication with LPHAs who under RSSL must have access to direct student and family contact information.

Letter to Staff and Families:

Case of COVID-19 in School

Dear Staff and Families of XXXX School,

Recently, we were notified that a person in _____ school has been diagnosed with COVID-19. As members of the school community, we understand that this might raise concerns alongside a caring response. We are working closely with [INSERT local health department] to respond to this news and protect the health of our community by temporarily closing [INSERT name of school here].

Each situation calls for different protocols. In this case, we will follow the following steps:

1. (customize steps)
- 2.

[INSERT steps taken here. They can include – but are not limited to – explaining cohort impacts, addressing contact tracing, any relevant information on staying home or testing, a deep clean of classrooms and common areas in the school, manual wiping of surfaces, use of an electrostatic disinfectant sprayer that deploys charged disinfectant particles into an area that covers every surface in the space.]



The best way to prevent the spread of COVID-19 is through wearing face coverings, physical distancing and to practice good health hygiene habits. Be sure to wash your hands frequently with soap and water, cover your coughs and sneezes, and avoid contact with people who have signs of illness. Get plenty of rest, exercise, and eat a healthy diet. Protect the community by following the Governor's safety requirements. Wearing cloth face coverings reduce the spread of virus and help prevent those who have the virus, but do not have symptoms, from passing it to others. [INSERT any additional physical distancing requirements that may have been approved by your city or county government]

We will keep you updated with any new information as it comes out, while meeting the requirements to honor everyone's right to privacy.

More information can be found on the [Oregon Department of Education's Ready Schools, Safe Learners page](#), the [Oregon Health Authority's COVID-19 page](#) and [INSERT district website with COVID information, if applicable]. If you have any questions, please contact [INSERT contact information].

Sincerely,

Superintendent

Letter to Families: Prevention and Information

This letter to help prepare parents and families for COVID-19 events in your school or district. Let them know how they'll be updated and where to go for more information.

Parents and Families,

This letter will help your family prepare should our school or school district have a COVID-19 event. Events may include positive cases, outbreaks or exposures. It is important to know currently there are no positive cases in our school community. However, we want you to know that your health and safety is our top priority.

We are partnering closely with local public health officials and they will provide support and information for managing COVID-19 related scenarios that impact our school community.

If an event occurs in our school or district you will receive information via (email, alert, notification). This webpage will have the most up to date information.



We want our community to protect themselves against COVID-19. Here are some ways to protect your family:

- Keep children who are sick at home. Don't send them to school.
- Teach your children to wash hands with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.
- Teach your children to stay at least three feet away from people who are sick.
- People who are sick should stay home from work or school and avoid other people until they are better. If you have questions, please contact your school nurse, healthcare provider, or your local board of health or check the CDC website

Information can be found on the [Oregon Department of Education's Ready Schools, Safe Learners page](#), the [Oregon Health Authority's COVID-19 page](#) and [INSERT district website with COVID information, if applicable]. If you have any questions, please contact [INSERT contact information].

Sincerely,

Principal _____

Exposure to COVID-19

This message to alert families when their child has been exposed to a positive case of COVID-19 to alert staff members when they have been exposed to a positive case of COVID-19.

_____ (or staff),

_____ health officials have worked closely with school officials to identify individuals who may have been exposed to a person who tested positive for COVID-19. It has been determined that your child (you) may have had direct contact with COVID-19 symptoms/a person with a confirmed positive COVID-19.

Because of the LPHA, we are immediately closing the following cohorts: _____ will remain at home for 14 days under Comprehensive Distance Learning, and return to in-person learning on _____ (insert date).

We ask you if additional household members become ill with COVID-19, they will be followed to ensure a safe return to school.

We send time for everyone and our hearts go out to those who are ill. We will help you to update the status of the school(s). Please check our school website for updated information.

If you have questions, please contact _____.

Legislative Concepts and Policy Option Packages

LC 609: Tribal Regalia & Objects of Cultural Significance

- Direct SD's to allow Native students to wear traditional regalia or objects of cultural significant at school honoring or graduation ceremonies

LC 615/PoP 111: Social Emotional Learning Content Standards

- Direct SBE to adopt content standards for SEL for K-12.
- PoP 111: 1 FTE: Ed Spec. 2; 2021-2023 \$334,033; 1 Position/0.92 FTE to develop, implement, and support content standards for social emotional learning for K-12

LC 620: Access to Linguistic Inclusion

- Language arts subjects are required to be taken in English only. This proposal removes the “English only requirement” and replaces it with “language arts.”

LC 625/ PoP 070: LGBTQ2SIA+ Student Plan

- Directs ODE to develop & implement a statewide education plan for LGBTQ2SIA+ students. SBE will need to establish rules.
- PoP 070: 1 FTE: Ops 4; 2021-2023 \$224,035; and \$2 million in grant from SEIA-SSA

Questions...

