



OREGON
DEPARTMENT OF
EDUCATION

Ready Schools Safe Learners Resiliency Framework for the 2021-22 School Year

- - -

*Senate Education Committee
Update*

September 22, 2021



Colt Gill, Director of the Oregon Department of Education

Today...

- Values and Priorities for the 2021-22 School Year
- State and Local Decision Making
- COVID-19 Update
- [RSSL Resiliency Framework](#): Layered Mitigation Efforts are Key to In-Person Instruction
- Tools and Resources:
 - [COVID-19 Testing in Schools](#)
 - [COVID-19 Scenario Planning](#) + [Exclusion Chart](#)
 - The [School Health Advisory](#) + [Family Tip Sheet](#)
 - The [data dashboard](#)
 - The [Data & Equity](#) Decision Tools
 - The [Planning Guide for Short-Term Distance Learning](#)
 - [Planning for Individualized COVID-19 Recovery Services](#)
 - [Care and Connection](#)
- President Biden's [Path Out of the Pandemic](#)

Values & Priorities for the 2021-22 School Year

- Our priority is to implement the protocols needed to **safely and reliably hold school in-person, every school day, for all students, all year long.**
- School is compulsory in Oregon. Students are *required* to attend school, which is a congregate setting where **COVID-19 can spread easily if precautions are not taken.**
- **Oregon controlled the spread of COVID-19 in schools last year** when multiple protocols were in place and with more than 120 state requirements.
- Oregon has seen a **steep increase in COVID-19 rates and hospitalizations driven by the Delta variant** and schools are mostly **unvaccinated settings.**

Shared Local and State Decision Making

- As schools are practiced in implementing health and safety protocols, the 2021-22 school year shifts to primarily local decision making
- Under E.O. 21-15 Oregon is still under a state of emergency related to COVID-19
- Under ORS Chapter 431A, OHA has a responsibility/authority to protect public health
- In the [RSSL Resiliency Framework](#) it states,

“Changes in the amount of community transmission of COVID-19, the severity of illness associated with new variants of the SARS-CoV-2 virus that causes COVID-19, or the availability of vaccination for children younger than 12 years old may warrant changes to the state’s recovery efforts during the school year. The Resiliency Framework will be updated to reflect any changes.”

“ODE and OHA will continue to monitor guidance updates from the CDC, and will continue to align this recommendation framework as needed.”

Shared Local and State Decision Making

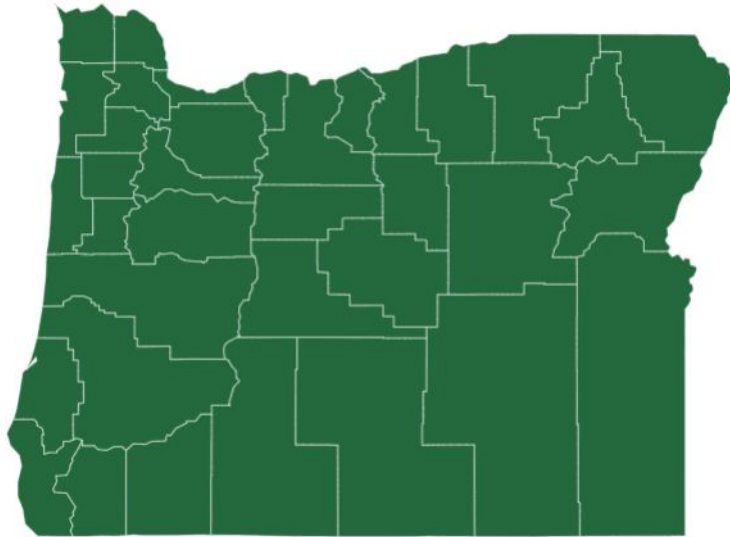
What is required and what is advisory?

- During the last school year over 120 state requirements were in place.
- This year, at this time, there are five:
 - a. Locally published and submitted plan for operations (required last year),
 - b. Recovery services process (new),
 - c. Quarantine/isolation protocols (required last year),
 - d. Face coverings (required last year), and
 - e. Vaccination for school staff and volunteers (new).
- Prior to the pandemic these protocols/procedures were required and remain required:
 - a. Communicable disease plan,
 - b. Isolation space,
 - c. Exclusion for exposed individuals, and
 - d. Division 22 rules.
- All other decisions are local. ODE/OHA strongly recommend multiple, layered mitigation protocols to limit the spread, protect health, and maintain continuity of in-person instruction.

Update on COVID-19 in Oregon

Data Retrieved September 20, 2021

Community Transmission by County

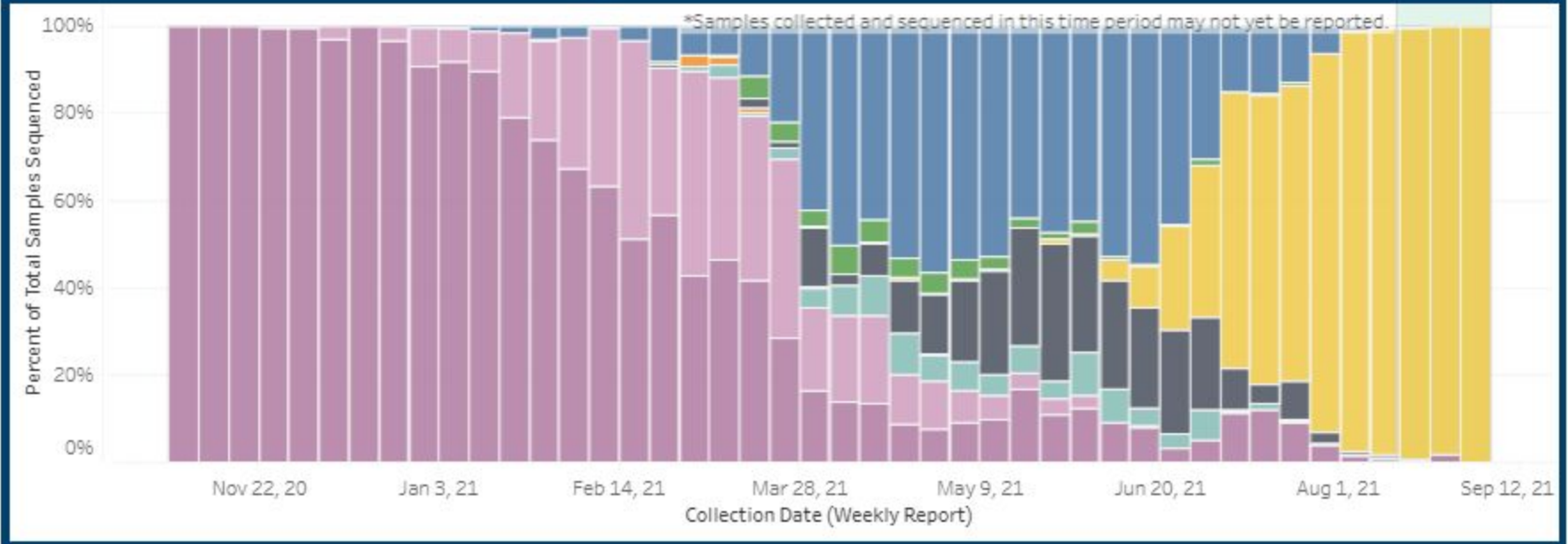


Community Transmission

- High
- Substantial
- Low

SARS-CoV-2 variant circulation

Lineage Prevalence Over Time

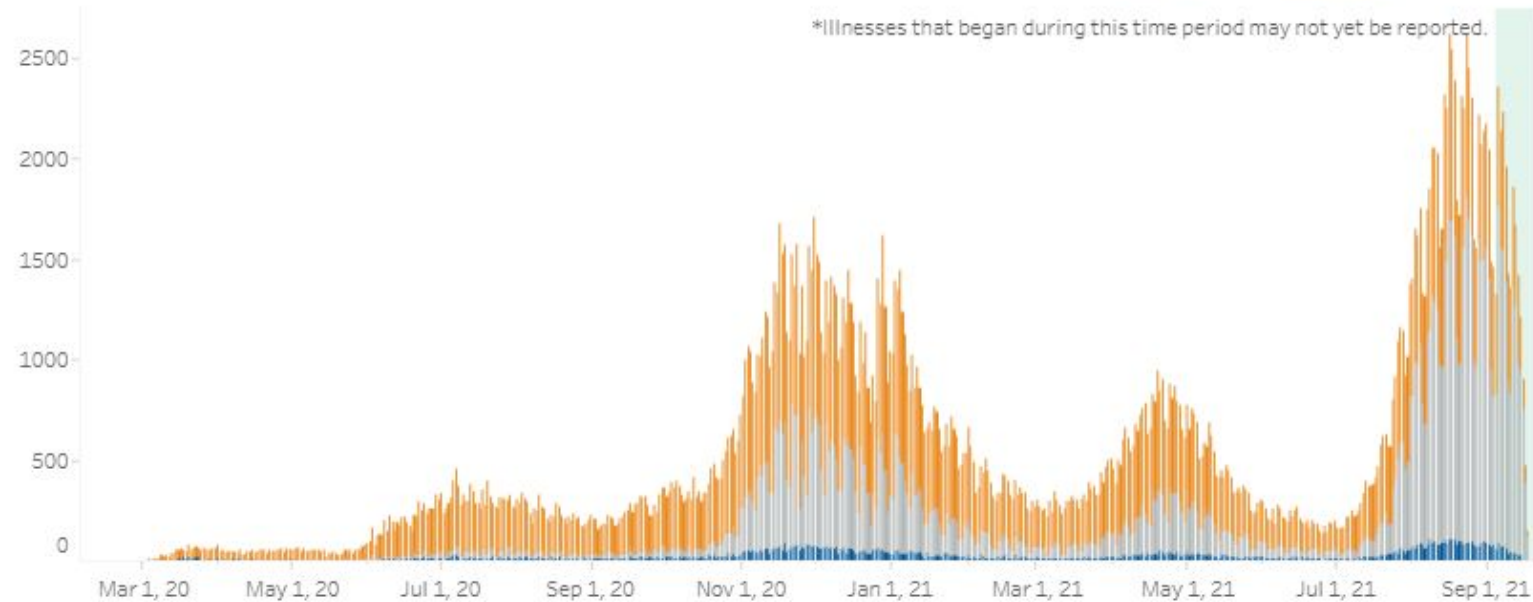


COVID-19 Cases in Oregon

Oregon's Epi Curve: COVID-19 cases

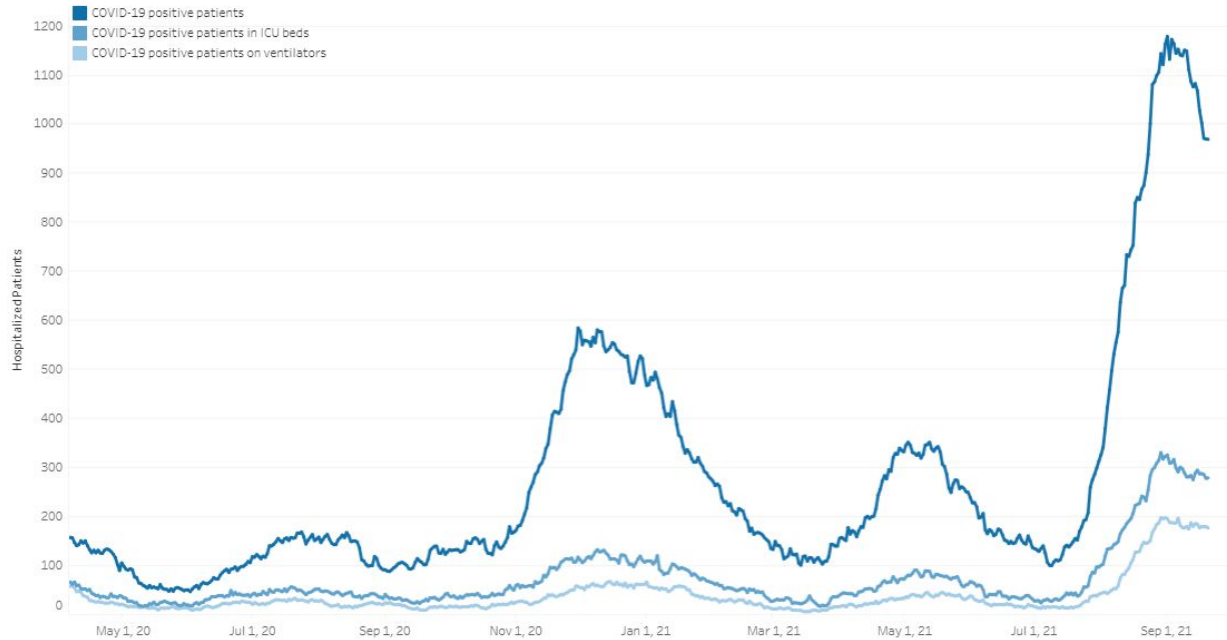
This chart shows the number of Oregonians who have been identified as COVID-19 cases and whether they were ever hospitalized for their illness. ‡

Total Cases	Hospitalized	Not Hospitalized	Hospitalization Status Unknown
313,161	17,070	180,207	115,884



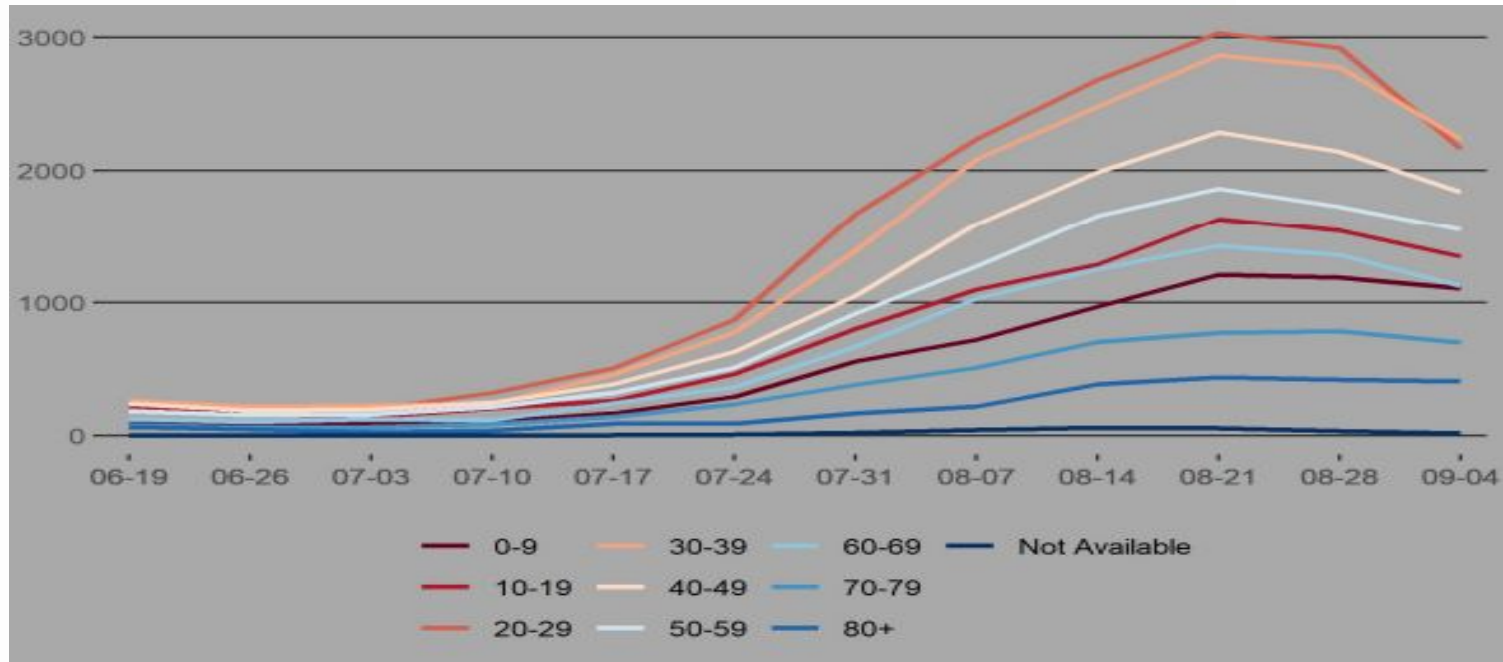
https://public.tableau.com/profile/oregon.health.authority.covid.19#/vizhome/OregonHealthAuthorityCOVID-19DataDashboard/COVID-19EpicCases?display_count=y&tooltips=n&origin=viz_share_link&showShareOptions=false
Accessed 09.20.2021

Hospitalizations by Severity



<https://public.tableau.com/profile/oregon.health.authority.covid.19#!/vizhome/OregonCOVID-19HospitalCapacity/BedAvailabilitybyRegion>
Accessed 09.20.2021

Recent Cases by Age and Week of Onset



<https://www.oregon.gov/oha/covid19/Documents/DataReports/Weekly-Data-COVID-19-Report.pdf>

Accessed 09.20.2021

Pediatric COVID-19 Case Rates by Age

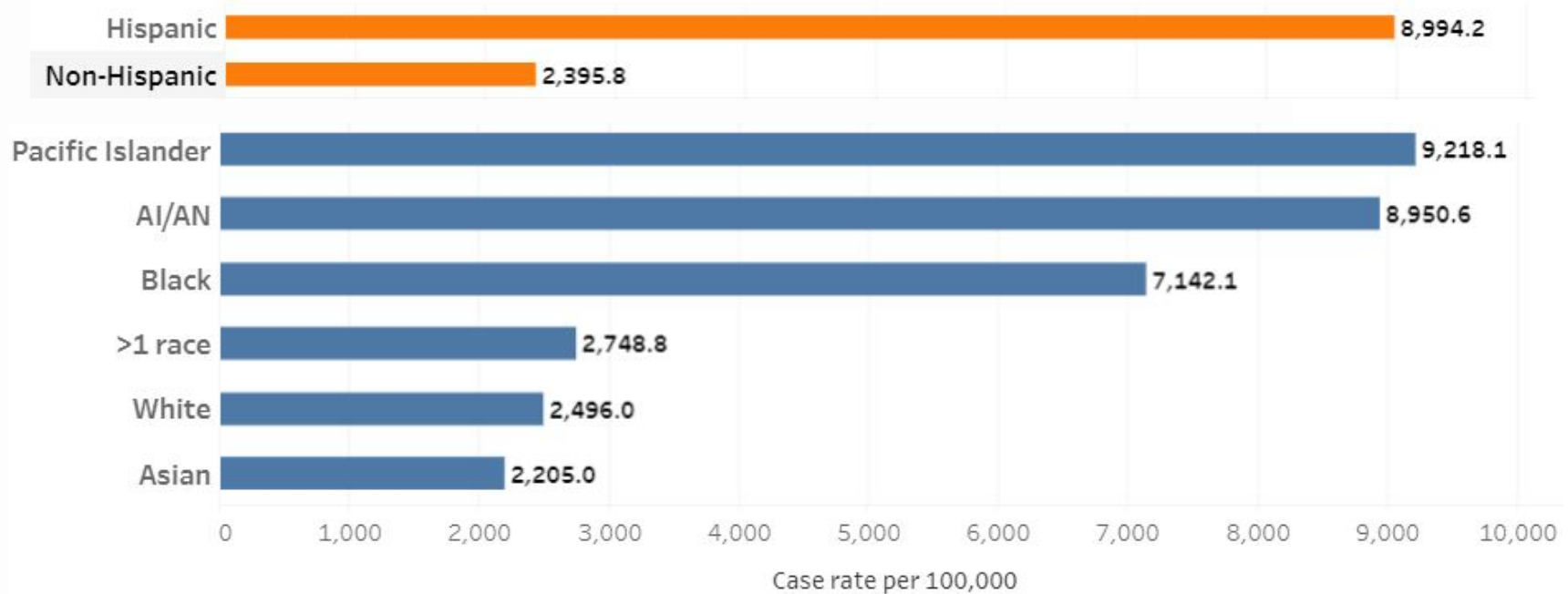
Pediatric COVID-19 case rates are highest among people age 12-17

The chart below shows the rate of pediatric cases per 100,000 by week of onset and age group.



<https://public.tableau.com/app/profile/oregon.health.authority.covid.19/viz/OregonCOVID-19PediatricReport/Demographics>
Accessed 09.20.2021

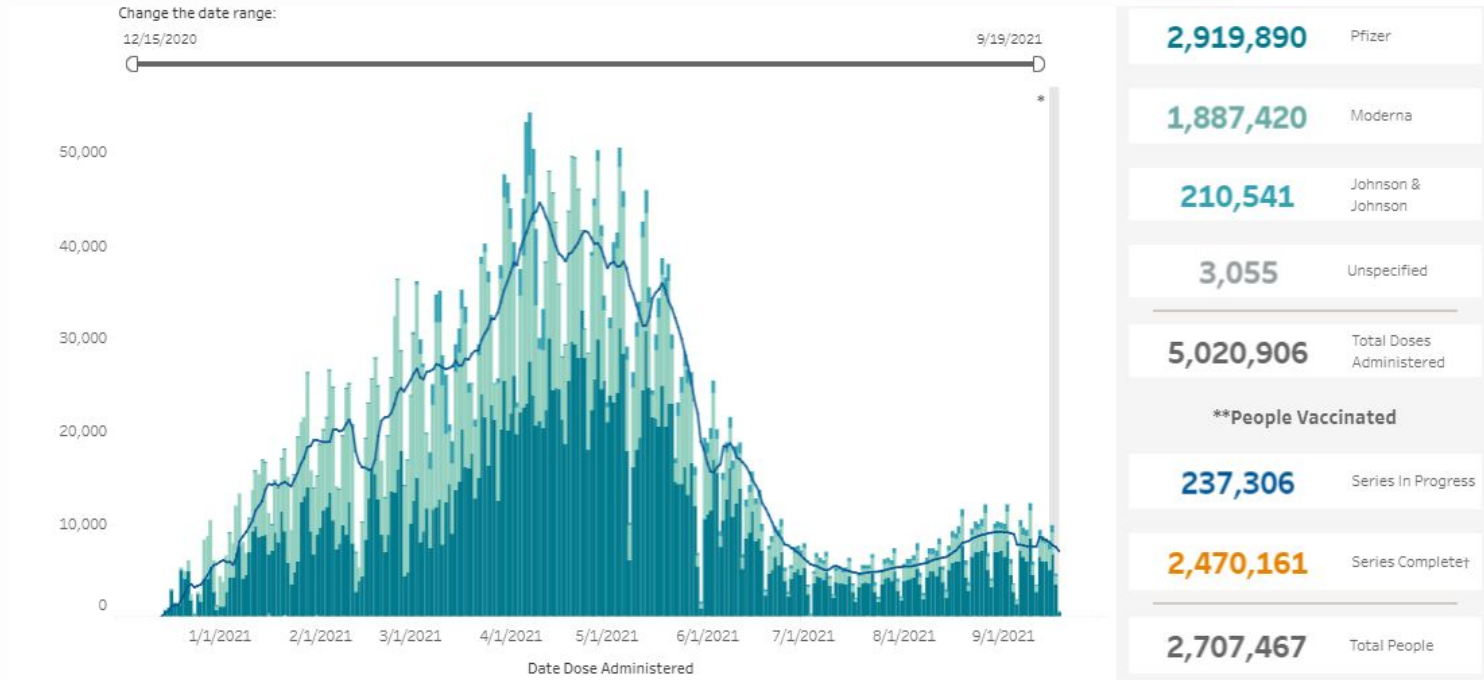
Pediatric Case Rates by Ethnicity/Race, per 100,000



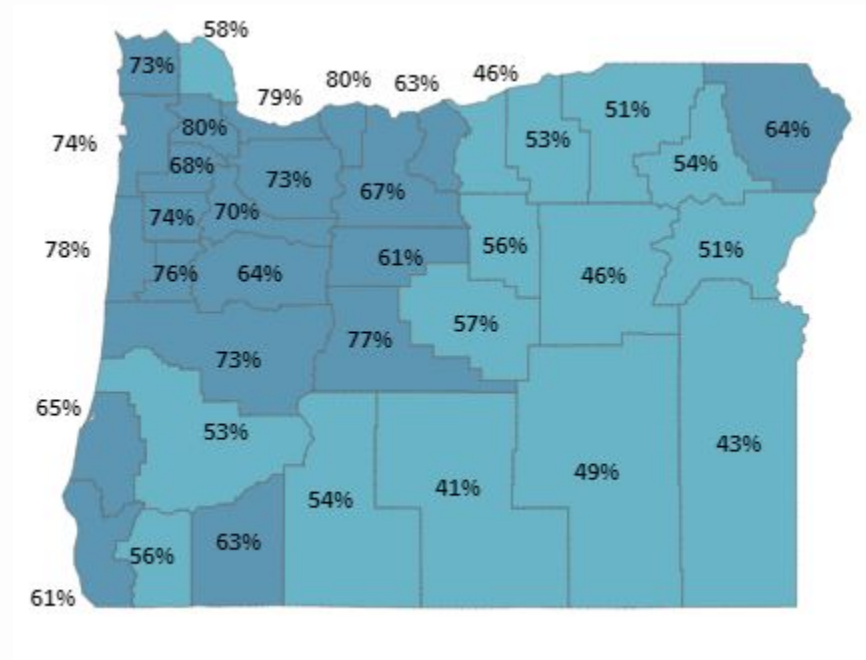
<https://public.tableau.com/app/profile/oregon.health.authority.covid.19/viz/OregonCOVID-19PediatricReport/Demographics>
Accessed 09.20.2021

VACCINATION UPDATE

Vaccinations by Day



Vaccination Rates by County – 18+

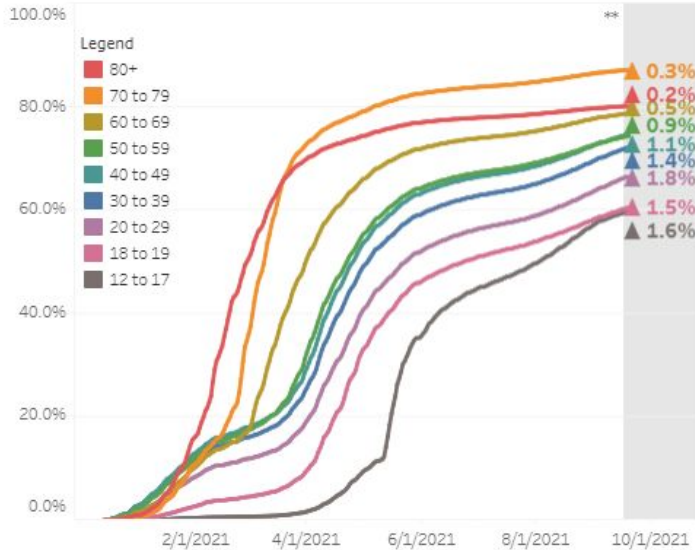


<https://public.tableau.com/profile/oregon.health.authority.covid.19#/vizhome/OregonCOVID-19VaccineEffortMetrics/StatewideProgress>
Accessed 09.20.2021

Vaccination Rates Over Time by Age

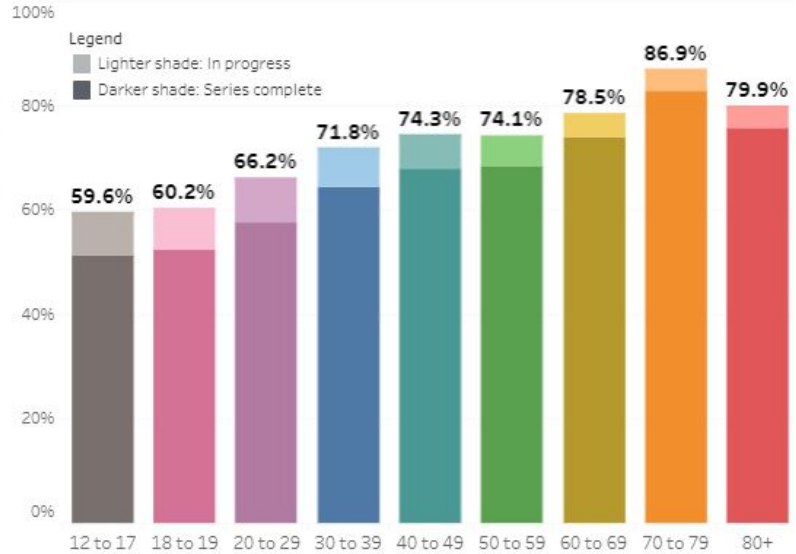
People vaccinated over time by age

Labeled with relative percent change between 09/09/2021 to 09/16/2021



Current vaccination rates by age

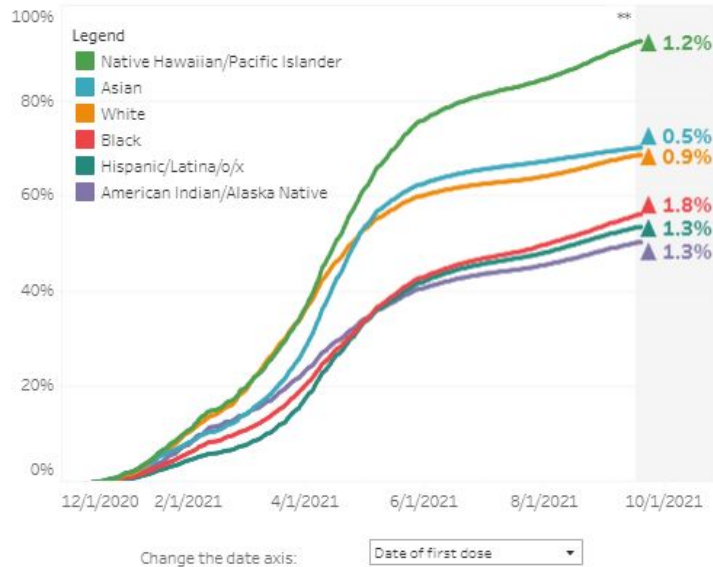
Labeled with % people vaccinated with at least one dose



Vaccination Rates Over Time by Race/Ethnicity

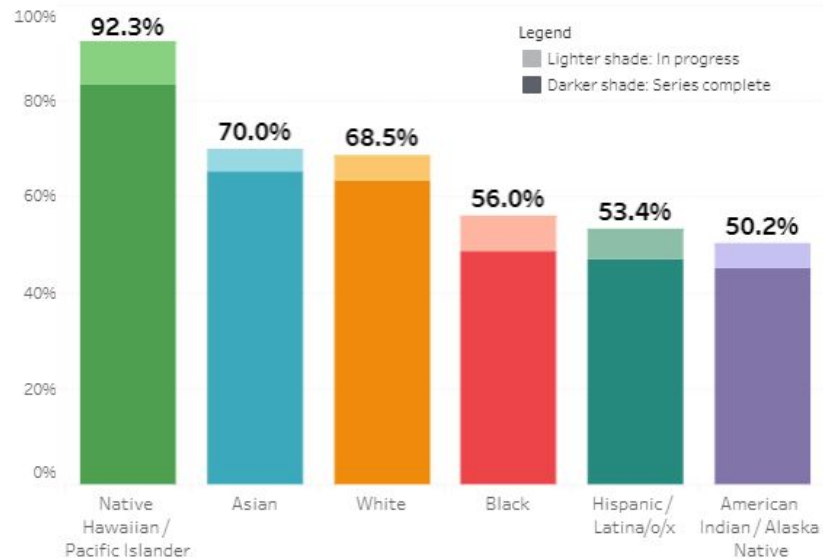
People vaccinated over time by rarest race and ethnicity

Labeled with relative percent change between 09/09/2021 to 09/16/2021



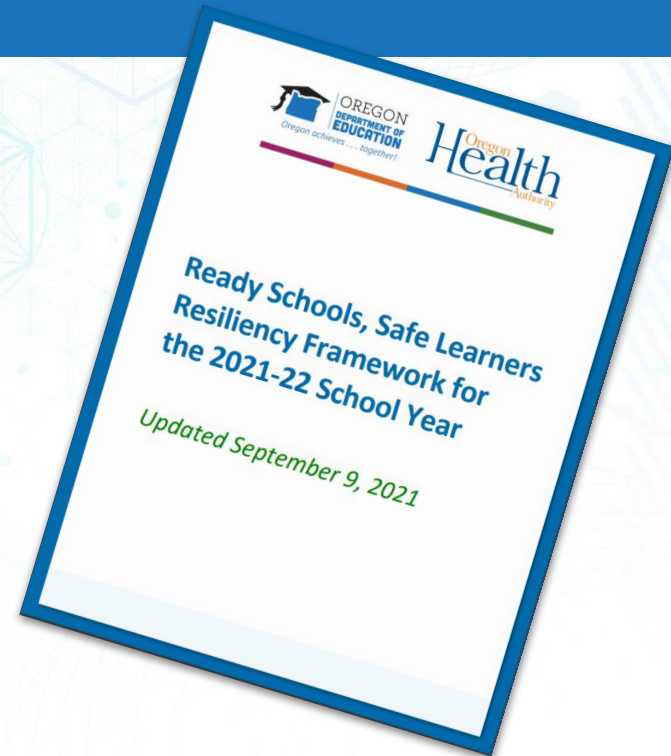
Current vaccination rates by rarest race and ethnicity

Labeled with % people vaccinated with at least one dose



RSSL Resiliency Framework

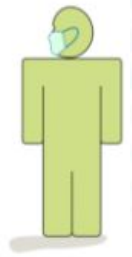
- The [RSSL Resilience Framework](#) and aligned resources
 - The [RSSL Resilience Framework](#) is comprised of equity, instructional, and mental health & well-being recommendations as well as advisory health and safety recommendations that provide for flexibility to:
 - Return to full-time, in-person instruction every school day for all students,
 - Honor and recognize the uniqueness of communities across Oregon, and
 - Support schools in health and safety planning to meet community-specific needs and strengths.
- The [Safe Return to In-Person Instruction and Continuity of Services Plan](#) Template
 - Replaces the RSSL Operational Blueprint
 - Meets federal requirements for districts to have a publicly available COVID health and safety plan
- [Communications Toolkit](#)



Symptom Screening & Exclusion Chart
Face Coverings*
Physical Distancing
Cohorting

Hand Washing & Cleaning/Disinfecting
Airflow & Ventilation
Isolation & Quarantine Protocols*

Outdoor Learning Options
COVID-19 Testing
Vaccination*



The RSSL Resiliency Framework & Companion Guidance Offer Layers of Protection

***Reflect Statewide Requirements**

The Delta variant spreads easily in indoor spaces when people are unmasked and unvaccinated





Occasionally unmasked adult infected with Delta variant worked for 2 days



12 of 24 kids infected



Schools can help stop spread by ensuring everyone:

-  Wears masks **correctly** in indoor spaces
-  Gets **vaccinated**, if eligible
-  Stays **home** if having symptoms
-  Tests **routinely**

CDC.gov

bit.ly/MMWR82721b

MMWR

Update: Three Types of Testing/Diagnostic

- OHA's overall [school testing website](#).
- **Diagnostic Testing (BinaxNOW)**
 - Symptomatic Staff & Students
 - Rapid Antigen test via Nasal Swab
 - Testing is at school
 - Must register again, even if you signed up last year
 - schooltesting.COVID@DHSOHA.state.or.us

Update: Three Types of Testing/Screening

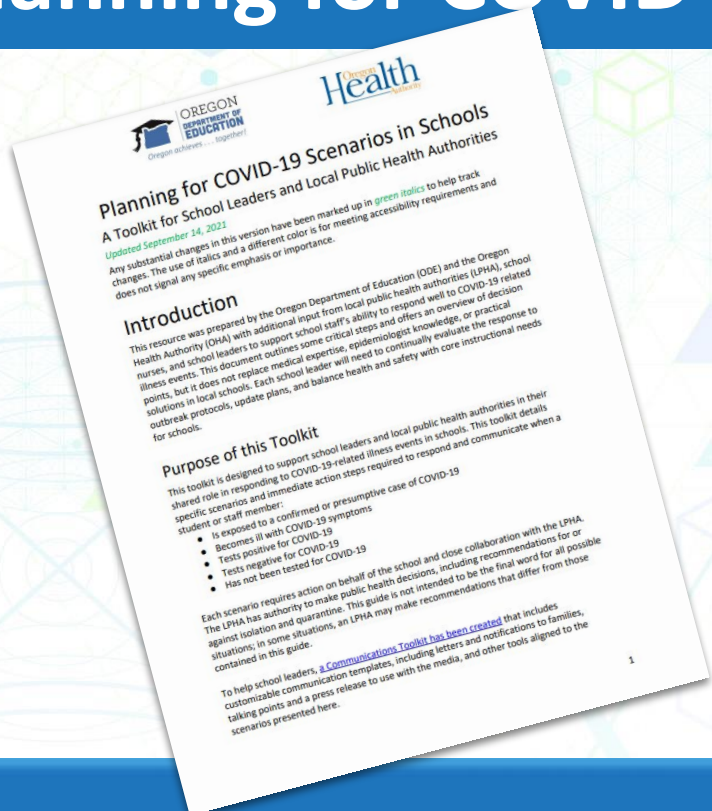
- **Student Screening Program**

- Asymptomatic Students
- PCR test via Nasal or Saliva
- Can be done at home or at school
- Frequency: 1 time per week
- Register here: [Oregon K-12 Student Screening Testing \(smartsheet.com\)](https://smartsheet.com)

- **Staff Screening Program**

- Unvaccinated staff sign up for this service
- PCR Test via Nasal
- Tests are sent to staff home
- Frequency 1 time per week
- [COVID-19 Testing in Oregon's K-12 Schools: Staff Screening \(office.com\)](https://office.com)

Planning for COVID-19 in Schools



Planning for COVID-19 Scenarios in Schools
A Toolkit for School Leaders and Local Public Health Authorities
Updated September 14, 2021

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 marking accessibility requirements and does not signal any specific emphasis or importance.

Introduction

This resource was prepared by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA) with additional input from local public health authorities (LPHA), school nurses, and school leaders to support school staff's ability to respond well to COVID-19 related illness events. This document outlines some critical steps and offers an overview of decision points, but it does not replace medical expertise, epidemiologist knowledge, or practical solutions in local schools. Each school leader will need to continually evaluate the response to outbreak protocols, update plans, and balance health and safety with core instructional needs for schools.

Purpose of this Toolkit

This toolkit is designed to support school leaders and local public health authorities in their shared role in responding to COVID-19-related illness events in schools. This toolkit details specific scenarios and immediate action steps required to respond and communicate when a student or staff member:

- Is exposed to a confirmed or presumptive case of COVID-19
- becomes ill with COVID-19
- Tests positive for COVID-19
- Tests negative for COVID-19
- Has not been tested for COVID-19

Each scenario requires action on behalf of the school and close collaboration with the LPHA. The LPHA has authority to make public health decisions, including recommendations for or against isolation and quarantine. This guide is not intended to be the final word for all possible situations; in some situations, an LPHA may make recommendations that differ from those contained in this guide.

To help school leaders, a **Communications Toolkit** has been created that includes customizable communication templates, including letters and notifications to families, talking points and a press release to use with the media, and other tools aligned to the scenarios presented here.

COVID-19 Exclusion Summary Guidance for K-12

Version 7/22/2021

PRESENTATION	ACTION	CONDITIONS FOR RETURN
Student or staff has illness with primary COVID-19 symptom(s) and has not had contact with a COVID-19 case in past 14 days .	Exclude from school. Advise viral testing and referral to health care provider for evaluation. [Scenario 2a]	<ul style="list-style-type: none"> If person tests negative for COVID-19, they may return to school after symptoms improve and fever free for 24 hours. [Scenario 3a] If person tests positive for COVID-19, they must isolate at home for 10 days after symptoms began, and 24 hours fever free, and symptoms improved. [Scenario 4a] If person is not tested, exclude from school for 10 days after symptoms began and until 24 hours fever free and improved.
Student or staff has illness with primary COVID-19 symptom(s) and had contact with a confirmed COVID-19 case in past 14 days .	This ill person may have COVID-19. Advise viral testing and referral to health care provider. Isolation or quarantine are needed; follow local public health guidance. [Scenario 2b, 3b, 4b or 4c]	
Student or staff has illness with symptoms that are not primary COVID-19 symptoms such as diarrhea, vomiting, headache, or rash.	Exclude per usual school exclusion guidelines . Advise referral to health care provider if symptoms persist longer than one day.	<ul style="list-style-type: none"> If health care provider advises person they can return to school, person may return per documented advice of the provider. If not seen by a health care provider, may return per usual school exclusion guidelines.
Student or staff is not ill or is ill without primary COVID-19 symptoms , but has had contact with a COVID-19 case.	Student or staff must quarantine at home following local public health guidance. [Scenario 1a or 1b]	
Student or staff has a positive COVID-19 viral test .	This person has COVID-19. Isolate at home for at least 10 days since test date, and 24 hours fever free, and any symptoms improved. Local public health will investigate. [Scenario 5, 6 or 7]	

See "Planning for COVID-19 Scenarios in Schools" for additional guidance, including exceptions to quarantine for people who are fully vaccinated and people who have previously had COVID-19 (page 4); details about possible quarantine <14 days (Scenario 1a); see [CDC guidance](#) for recommendations on post-travel quarantine and testing.

Important Definitions

Primary COVID-19 symptoms include the following:

- Fever of 100.4°F or higher
- Chills
- Cough
- Shortness of breath
- Difficulty breathing
- New loss of taste or loss of smell

Fever free means a temperature less than 100.4°F without the use of fever-reducing medication.


Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick and prevents disease spread (determined by local public health authority).

Isolation separates people with a contagious disease from other people to prevent disease spread (determined by local public health authority).

Exclusion means keeping a student with symptoms or diagnosis of a contagious disease out of school to prevent possible disease spread (determined by school).

Confirmed case means a person who has a positive result on a COVID-19 diagnostic test.

Presumptive case means a person who has not had a positive result on a COVID-19 diagnostic test but has symptoms after contact with a confirmed COVID-19 case. (Other situations are possible; refer to Planning for COVID-19 Scenarios in Schools for additional information.)



School Health Advisories

Goal: Maintain continuity of instruction during the first month of the school year

1. Vaccinate if eligible
2. Limit gatherings and non-essential activities with people from other households
3. To extent possible, reduce extracurricular activities and consider holding activities such as meals, recess PE classes, music and choir outdoors to maximize physical distancing.
4. Hold beginning of the year “welcome to school” event virtually, outdoors, with full preventive mitigation layers if they must be held in person
5. Check school website for safety plan

Family Tip Sheet and Plan Template

Family Tip Sheet:

- A checklist to help everyone stay safe as kids head back to the classroom, and to make the most of our opportunity for in-person learning this school year.
- Aligns with messages in School Health Advisory

Family Plan: Resource for families to plan for how to support their children and family should someone in your family need to quarantine or isolate during the school year. Like last year, schools will see exposures.

- Family readiness is also key to successfully managing an exposure, school exclusion, and possible quarantine.
- Pre-planning for quarantine or isolation
- During quarantine and isolation
- Planning for a return to school

5 Health & Safety Tips for Students & Households

1



Make a plan to vaccinate all eligible household members

2



Mask up in public, including carpools

3



Limit gatherings with other households for now

4



Move social activities outdoors

5

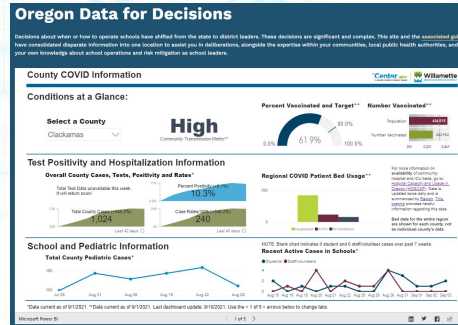


Make a plan in case your child needs to miss school

What's important in the dashboard

- Vision for thinking about health, learning, capacity, community, and resilience alongside each other
- Offers accurate and complex information

Example: A district sees a rise in cases and hospitalizations but low/no spread in the district or with students. The district shares a hospital with three counties and at this time there is sufficient bed and ICU capacity. Student data shows high (negative) impact from last year. Community data shows high poverty and mobility. The data might suggest working hard to keep protocols in place and keep school operating as a key community anchor.



Oregon Data for Decisions

Decisions about when or how to operate schools have shifted from the state to district leaders. These decisions are significant and complex. This site and the associated tools have consolidated disparate information into one location to assist you in making more-informed decisions. Explore various data visualizations, local public health information, and your own knowledge about school operations and risk mitigation at school leaders.

County COVID Information

Conditions at a Glance: **High** (Clackamas)

Percent Vaccinated and Target: 89.0% (Target 90.0%)

Number Vaccinated: 10,182 (Target 10,200)

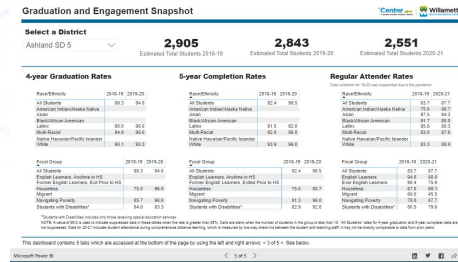
Test Positivity and Hospitalization Information

Overall County Cases, Tests, Positivity and Rates: 10.3% (Target 10.0%)

Regional COVID Patient Bed Usage: 100% (Target 100%)

School and Pediatric Information

Total County Pediatric Cases: 2024 (Target 2000)



Graduation and Engagement Snapshot

Select a District: Ahland SD 5

Estimated Total Students 2019-20: **2,905** | Estimated Total Students 2019-20: **2,843** | Estimated Total Students 2020-21: **2,551**

4-year Graduation Rates

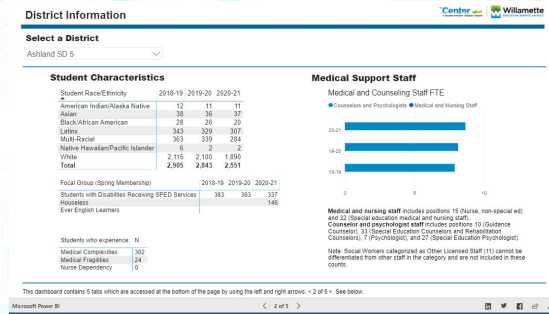
Race/Ethnicity	2016-18	2019-20
All Students	89.3	94.1
American Indian/Alaska Native	84.4	94.6
Black/African American	80.0	90.1
Latino	84.8	90.6
Native Hawaiian/Pacific Islander	90.1	90.3
White	90.1	90.3

5-year Completion Rates

Race/Ethnicity	2016-18	2019-20
All Students	82.4	90.5
American Indian/Alaska Native	82.4	90.5
Black/African American	81.5	92.4
Latino	80.5	90.4
Native Hawaiian/Pacific Islander	83.9	90.8
White	83.9	90.8

Regular Attender Rates

Race/Ethnicity	2016-18	2020-21
All Students	87.5	87.7
American Indian/Alaska Native	87.5	87.7
Black/African American	81.1	89.0
Latino	85.5	88.4
Native Hawaiian/Pacific Islander	88.5	88.8
White	88.5	88.8



District Information

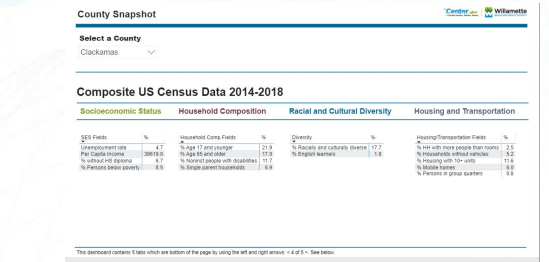
Select a District: Ahland SD 5

Student Characteristics

Student Race/Ethnicity	2018-19	2019-20	2020-21
American Indian/Alaska Native	12	11	11
Asian	38	36	37
Black/African American	25	26	20
Latino	343	329	307
Multi-Racial	363	339	204
Native Hawaiian/Pacific Islander	6	2	2
White	2,115	2,100	1,950
Total	2,905	2,843	2,551

Medical Support Staff

Staff Category	2018-19	2019-20	2020-21
Physicians and Psychologists	15	15	15
Registered Nurses	10	10	10
Speech Therapists	10	10	10
Other Licensed Staff	11	11	11



County Snapshot

Select a County: Clackamas

Composite US Census Data 2014-2018

Category	Value	Unit
SES Ratio	1.7	%
Uninsured Comp Ratio	17.9	%
Population 65 and older	17.0	%
Population below poverty	8.5	%

Data Decision Guide



Oregon Data for
Decisions

A guide for district
considerations for the
2021-22 school year

Decisions about when or how to operate school are in the hands of district leaders. These decisions are significant and complex. This guide is intended to help ensure leaders consider the array of information available to them, including patterns or categories of information that may not be county or district specific but can help inform choices being made. Previously, many of these decisions were made at the state level with an equity review, public health and educator expertise, and a tremendous amount of statewide data. Using this guide is not required and won't replace the actual decision-making process. This guide can assist in providing assurance to districts that there has been a comprehensive review of the information available alongside the important expertise within your community, local public health authority, and your own knowledge as school leaders.

Equity Decision Tool

Three tools have been developed by ODE to support school leaders in making clear choices with a consistent check against key values and input.

1. Decision Tree

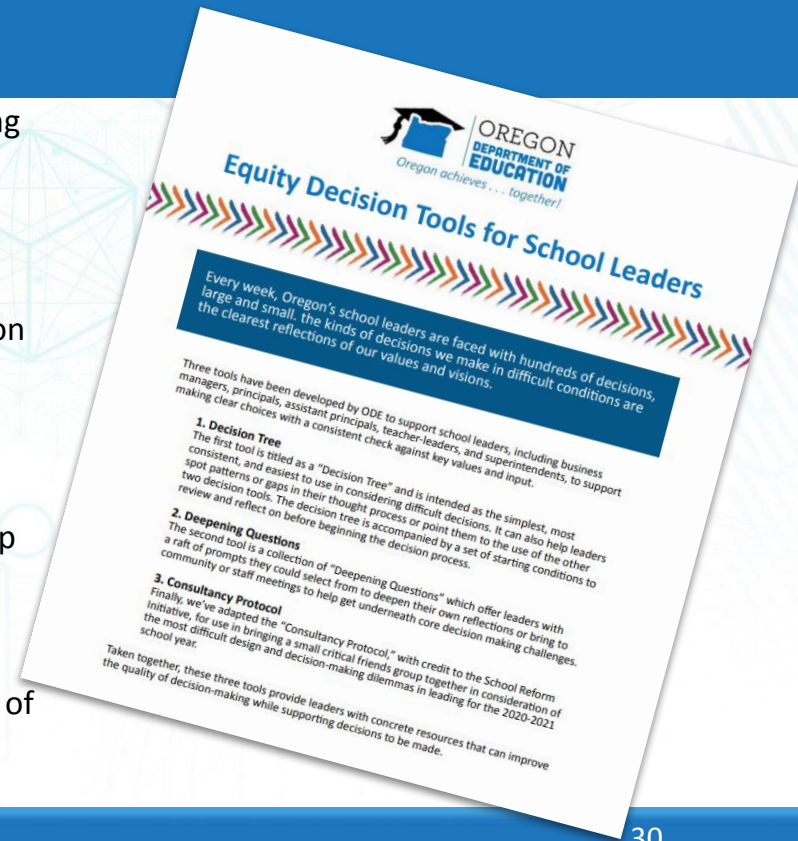
The first tool can also help leaders spot patterns or gaps in their thought process or point them to the use of the other two decision tools. The decision tree is accompanied by a set of starting conditions to review and reflect on before beginning the decision process.

2. Deepening Questions

The second tool offers leaders a raft of prompts they could select from to deepen their own reflections or bring to community or staff meetings to help get underneath core decision making challenges.

3. Consultancy Protocol

Finally, we've adapted the "Consultancy Protocol," with credit to the School Reform Initiative, for use in bringing a small group together in consideration of the most difficult design and decision-making dilemmas in leading for the 2020-2021 school year.



Planning Guide for Short-Term Distance Learning:

A Resource for Schools & Districts Operating In-Person



Short-Term Distance Learning: A Local Decision

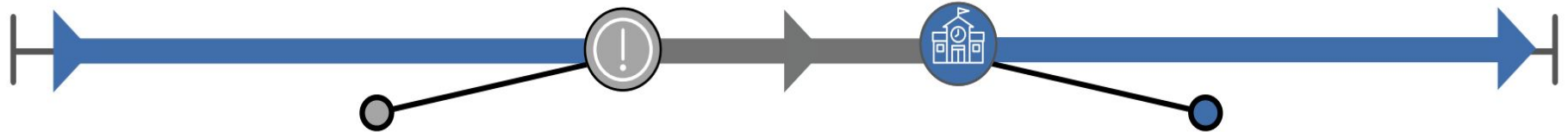
Short-Term Distance Learning Overview

Short-Term Distance Learning is intended to provide a temporary learning solution and is recommended not to extend for more than 4 weeks. Prioritizing in-person learning is the goal.

FULL TIME IN-PERSON

SHORT-TERM DISTANCE LEARNING
(Recommended ≤ 4 weeks)

FULL TIME IN-PERSON



RESPONSE TO EMERGENCY

Due to the unpredictability of which schools might be impacted by emergency closures, all schools will need to plan for Short-Term Distance Learning.

RETURN FROM EMERGENCY

Due to the value of in-person learning, all schools should be prepared to return to in-person learning models as soon as conditions allow for maintenance of health and safety.

Serving Students Who Experience Disability

The worldwide pandemic caused major disruptions in nearly all aspects of life. Within education, responding to the risk of COVID-19 required rapid pivots to distance learning for schools across Oregon. Some students have achieved success through Comprehensive Distance Learning (CDL). Some students, though, have navigated CDL, but may need additional support as they return to the 2021-22 school year.

- School districts must notify parents that IEP teams can meet to discuss the need for Individualized COVID-19 Recovery Services.
- The IEP team for each eligible child with a disability shall consider the need for Individualized COVID-19 Recovery Services.
- The determination of need for Individualized COVID-19 Recovery Services is made by the IEP team after a review of student performance and data including pre-COVID-19 closures, student participation and performance during COVID-19 closures, and performance upon return to school. The IEP team should consider the student's progress compared to the progress of all students during this time period.





CARE & connection



Oregon Department of Education

Care and Connection Week:
Guidance for Schools and School Districts

Toolkit

[Care and Connection Guidance](#)

[Care and Connection Activities](#)

[Care and Connection Distance Learning Resources](#)



Graphic Resources

[View Individual Graphics](#)

[Care and Connection Posters \(zip file\)](#)

[Care and Connection Banners \(zip](#)



Social Media

[Sample Social Media Posts](#)

[Translations - Arabic, Traditional Chinese, Russian, Somali, Spanish, Vietnamese \(zip file\)](#)



Handle with Care Tools

[Handle with Care Resources](#)

[Handle with Care Guidance](#)

[Translations -Arabic, Traditional Chinese, Russian, Somali, Spanish,](#)



PATH OUT OF THE PANDEMIC

PRESIDENT BIDEN'S COVID-19 ACTION PLAN

President Biden is implementing a six-pronged, comprehensive national strategy that employs the same science-based approach that was used to successfully combat previous variants of COVID-19 earlier this year. This plan will ensure that we are using every available tool to combat COVID-19 and save even more lives in the months ahead, while also keeping schools open and safe, and protecting our economy from lockdowns and damage.



[Vaccinating the Unvaccinated](#)



[Further Protecting the Vaccinated](#)



[Keeping Schools Safely Open](#)



[Increasing Testing & Requiring Masking](#)



[Protecting Our Economic Recovery](#)



[Improving Care for those with COVID-19](#)

Path out of the Pandemic: Key Topics

- Requiring All Employers with 100+ Employees to Ensure their Workers are Vaccinated
- Calling on Large Entertainment Venues to Require Proof of Vaccination or Testing
- Requiring Employers to Provide Paid Time Off to Get Vaccinated
- Providing Easy Access to Booster Shots for All Eligible Americans
- Requiring Staff in Head Start Programs, Department of Defense Schools, and Bureau of Indian Education-Operated Schools to be Vaccinated
- Calling on All States to Adopt Vaccine Requirements for All School Employees
- Using the USDE's Legal Authority to Protect Students' Access to In-Person Instruction
- Getting Students and School Staff Tested Regularly
- Providing Every Resource to the FDA to Support Timely Review of Vaccines for Children
- Increasing Testing and Requiring Masking - multiple efforts

Questions?

