May 15, 2020

Supporting All Learners Beyond Distance Learning for All

Spring and Summer 2020

Provides guiding principles and details for educational settings to create COVID-19 Communicable Disease Management Plans. Includes specific operational guidance for educational settings to consider providing limited in-person instruction and summer school programs while supporting students who experience disability.

Continuity of Learning from Spring to the 2020-2021 school year

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Introduction
The Oregon Department of Education (ODE), in coordination with the Oregon Health Authority (OHA), has created the **2020 Supporting All Learners Beyond Distance Learning for All** in accordance with the Governor's [Executive Order 20-20](#). This guidance is also issued at the direction of the Governor under [Executive Order 20-25](#). It is designed to support Oregon's Birth-22 educational settings[1] in the planning and implementation of a variety of programming between May 15, 2020 through the beginning of the 2020-21 school year.[2] The single exception is the specific operational guidance for summer school which is effective June 1. While every educational setting operationalizes instructional programming based on community strengths and needs, specific elements require a shared approach to uphold physical distancing and public health requirements. Overall, this guidance ensures all in-person instruction minimizes safety and public health risks while maximizing connection and learning.

This guidance supports planning for limited in-person, small group instruction and/or summer programming through the start of the 2021 school year. The scope of this guidance is broad--addressing summer school, summer bridge programs, extended school year, compensatory education and enrichment programs. Previous guidance and resources on ODE's [COVID-19 FAQ and resource page](#) complement this guidance and highlight the most current and up-to-date information.

In short, this guidance provides a framework for a common approach to instruction, health, and safety during a unique and challenging time.

SECTION ONE: Centering Equity and Guiding Principles

Centering Equity
Our public education system creates a problematic paradox around who the system is designed to serve. Magnified by the COVID-19 crisis, youth who have been pushed to the edge of the educational system carry the disproportionate weight of meeting academic requirements with challenging factors and conditions. We do not pretend that our guidance resolves this problem or fairly distributes the burden. This guidance does provide a framework for a common approach to programming during a unique and challenging time.

We are consistently practicing what it means to hold a strong equity stance at ODE: *Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.*

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[1] Across Oregon, infants, toddlers, children, youth, students, and transition-aged/adult students receive educational services from or with the support of a number of educational agencies and programs, including but not limited to districts and schools, Education Service Districts (ESDs), EI/ECSE programs, and private schools. This guidance applies to each of these settings, which it references as educational settings.

[2] This guidance includes information on Extended School Year and Compensatory Services, two possibilities for students whose rights are protected under the Individuals with Disabilities Education Act (IDEA). Nothing in this guidance should be interpreted as narrowing or limiting the rights or services available to students under the IDEA to a specific timeframe.

In order to live into this stance, we must heighten our attention to particular groups of students who often bear the burden of the system. We must see the strengths and meet the needs of students experiencing homelessness, students of color, Alaska Native and American Indian students, emerging bilingual students, students of migrant and farmworker families, students experiencing disability, students in foster care, and students navigating poverty. When planning for summer opportunities, historically underserved students should be a priority. Summer and/or in-person programming may provide opportunities for students who may not have been able to access learning during extended school closures for no fault of their own.

Specifically, youth require educational leaders and teachers to foster creative and supported educational opportunities. This need does not diminish during the closure of schools as ordered by the Executive Order, or when youth return to buildings. This dilemma requires staff and communities to collaborate on solutions and strategies--now and in the years to come--in order to support our students' long-term success and wellbeing.

Our collective effort must leverage the assets, roles and strengths of the youth served as well as the gifts, talents and passion of the educators and staff. Educators, social workers, school counselors, mental health professionals, correctional staff and professional advocates are a stabilizing force in the lives of our students. This stability is especially needed in a time where the impact of quarantine is limiting the access youth may have to family or other supports. It is vital we maintain the social and emotional bonds as protective features to counter adverse experiences and trauma.

As we lead this effort across Oregon, the same Distance Learning for All Guiding Principles will anchor our state in common values and help generate collective action as we begin to transition from the 2019-2020 school year. Educational settings in transition will benefit from the stability of these Guiding Principles.

Guiding Principles
As we prepare for limited in-person instruction in our schools, our leadership is anchored in these values:
- **Ensure safety and wellness**. Students need disease prevention strategies, access to quality healthcare, food, clothing, a safe place to learn and shelter, as well as a sense of care and connection, in order to engage in challenging intellectual work.
- **Cultivate connection and relationship**. Student connections and relationships with trusted adults (inside and outside the home) to promote belonging.
- **Center in equity and efficacy**. Prioritize equity in every decision; build on cultural and linguistic assets to inspire learning and promote student efficacy. Consider how decisions and actions attend to racial equity and social justice (Oregon Educator Equity Lens). Consider the assets of students who experience disability.
- **Innovate**. Iterate through complex change with a spirit of possibility, centering in deep learning, student agency, and culturally sustaining practices.

SECTION TWO: Overall Health and Safety Guidelines

2A. Ensuring Continued Public Health

This guidance is built upon Governor Brown's framework for rebuilding a safe and strong Oregon and in partnership with Oregon Health Authority so that education and instruction ensure the public health of all Oregonians. As Oregon provides limited in-person instruction, summer school options, and looks towards school in the 2020-2021 school year, we must maintain a focus on public safety. By following the Governor's strict physical distancing guidelines over the past several weeks, Oregonians have successfully flattened the curve of COVID-19 cases. Hospitalizations in the state are decreasing and Oregon has established plans for increasing testing capacity, expanding contact tracing capability, and building reserves of personal protective equipment.

Maintaining Oregon's successful public health outcomes requires each of us to focus and ensure we are doing all we can to decrease the opportunity for COVID-19 to spread. The primary tools we have are physical distancing and hygiene. Every restriction we lift increases transmission opportunities for the disease and will increase the cases of COVID-19.

Every Oregonian carries a responsibility to help maintain public health. For staff onsite, this responsibility includes both maintaining their own health and the health of those they come in contact with. They must both follow the guidance for their own health and as an example to help ensure students, families and other staff also follow the guidance for the protection of all Oregonians. The level of self-discipline and awareness needed to maintain and care for these responsibilities is high and comes with painful consequences if we lapse in judgment or consistency. All staff need encouragement, support and clear guidelines to meet what is outlined in this document. For instructional efforts to be successful we must make every effort to maintain the health of students and staff.

As students and staff return to school they will naturally fall into pre-closure routines and habits. Staff must consistently model, teach and reinforce social distancing and hygiene practices until they become an expected and accepted way of being at school.

All educational settings must designate a person or officer to establish, implement and enforce social distancing requirements, consistent with this guidance and guidance from OHA. When in-person interactions are required, social distancing measures must be implemented and enforced to the maximum extent possible.

Vulnerable Populations

Vulnerable populations should continue to stay at home. *No provision of this guidance shall be construed to require staff, students or volunteers in at-risk categories, or staff or volunteers who have an at-risk member of their household, to take action inconsistent with public health recommendations or the advice of the individual's physician.* Those at high-risk for severe illness from COVID-19 shall not be required to provide in-person instruction. These include:
  ● People 60 years and older;
  ● People with chronic lung disease or moderate to severe asthma;
  ● People who have serious heart conditions;
  ● People who are immunocompromised;
      ● Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications;

- People with severe obesity (body mass index [BMI] of 40 or higher);
- People with diabetes;
- People with chronic kidney disease undergoing dialysis;
- People with liver disease; and
- Any other underlying conditions identified by the OHA or CDC.

2B. Procedures, Planning and Logistics

Written Emergency Procedures
Prior to starting Limited In-Person Instruction, or Summer Programs, educational settings must have a written *Emergency Procedures and Disaster Plan* which includes procedures related to a virus outbreak. Oregon school districts are required to have an Emergency Procedures and Disaster Plan which includes procedures related to a virus outbreak (see Policy EBC/EBCA). If your district does not have this policy in place, contact the Oregon School Boards Association (OSBA) for a sample policy. School districts also have policies related to communicable diseases and students (see policy JHCC and Administrative Rule JHCC-AR) and communicable diseases and staff (see policy GBEB and administrative rule GBEB-AR). If you do not have this policy in place you can contact the OSBA for additional information. Train all teachers and nutrition staff in the below safety actions. Consider conducting the training virtually, or, if in-person, ensure that social distancing is maintained.

Written Communicable Diseases Plan
This new addition to established Emergency Plans will be required prior to starting Limited In-Person or Summer Programs. Educational settings must have a written *Communicable Disease Plan* which includes procedures related to a virus outbreak, contact-tracing, and should develop a plan to establish Distance Learning to mitigate instructional loss. The *Communicable Disease Plan* builds upon established Emergency Plans as follows:

Items in Established Emergency Plans	New Items/Updates
A plan, regularly updated with OHA guidelines, for ensuring physical distancing*; districts will need to consistently review (at least weekly) OHA guidelines for information related to physical distancing, screening, exclusions and in-person contact.	Protocols to notify the local public health authority of any confirmed COVID-19 cases among students or staff.
A procedure for restricting any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 days;	Process and record keeping to assist the local public health authority as needed with contact tracing.
An ability to establish and maintain contact-tracing in the event a positive case is determined.	Protocol for screening students and staff for symptoms (see below).
If anyone who has entered the educational setting is diagnosed with COVID-19, report to and consult with the local public health authority regarding cleaning and possible classroom or	Protocol to restrict from summer school any ill or exposed persons; and possible closure.

school closure. Report to the local public health authority any cluster of illness among the educational setting staff or students.	

*All educational settings must designate a person or officer to establish, implement, and enforce physical distancing requirements, consistent with this guidance and guidance from OHA. When in-person interactions are required, social distancing measures must be implemented and enforced to the maximum extent.

The contact-tracing plan must address:

Daily logs for each stable group ("stable" means the same 10 or fewer students are in the group each day) that conform to the following requirements to support contact tracing of cases if necessary:
- Student name
- Family and emergency contact information
- Drop-off/pick-up time with the adult completing both drop-off/pick-up
- If transportation is provided, bus information including all other riders and their essential contact information
- Cohort students and their essential contact information
- All staff that interact with stable group of children including drop-off and pick-up times
- This log must be maintained for a minimum of 4 weeks after completion of limited in-person instruction or summer school

Planning for Safe In-Person Instruction
- Advise staff not to work and parents not to bring their students to school if the student or staff member has or recently had an illness with fever or cough. They should remain home for at least 10 days after illness onset and until 72 hours after fever is gone, without use of fever reducing medicine, and COVID-19 symptoms (fever, cough, shortness of breath, and/or diarrhea) are improving.
- Advise staff not to work and families not to bring children who have been exposed to a confirmed or presumptive case of COIVD-19. The exposed individual needs to be quarantined for a minimum of 14 days after their last date of exposure to a known case.
- Staff or attendees who have a family member at home with symptoms of COVID-19 who has not been tested need to be monitored for symptoms carefully. The ill family or household member should be strongly encouraged to seek testing.
- Wash hands frequently (e.g., before and after meals, after coming inside, after using the restroom, after sneezing, blowing your nose, or coughing) with soap and water for at least 20 seconds (CDC guidance).
- Eating, preparing or serving food, toileting, changing, or restroom use all require hand-washing. Other activities (e.g., shared items, balls, etc.) can use alcohol-based (60 to 95%) hand-sanitizing products as an alternative method to handwashing.
- Practice and safely promote the avoidance of touching one's face.
- Staff and students should be educated on the importance of respiratory etiquette:
    o Cover coughs and sneezes with a tissue or elbow;
    o Throw the tissue away immediately into a garbage receptacle; and
    o Clean hands after covering coughs and sneezes, and after throwing away used tissues.

- Provide easy access to soap and warm water for handwashing for all students and staff ([CDC guidance](#)).
- To minimize contact during drop-off and pick-up, have parents/drivers remain outside of the building for sign-in and -out of their children.
- Restrict all non-essential visitors and volunteers, including families.
- Children over the age of 2 may wear face coverings if under close adult supervision.
- Children of any age 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;
    - They are unable to remove the face covering independently; or
    - While sleeping.
- Face coverings cannot be required for use by children and should never prohibit or prevent access to instruction or activities.

Screening for Symptoms
- If a student displays symptoms, evaluate the temperature and reevaluate every five hours. If a student has a temperature beyond 100.4 parents/guardians should be notified to immediately take the student home.

- Check for new cough and fever for anyone entering the camp facility/area or interacting with campers and staff. Individuals with a fever over 100.4° F should not be allowed to enter. COVID-19 does not always present with temperature or new cough. Symptoms of COVID-19 include fever and new cough, as well as shortness of breath or difficulty breathing; fever; chills; muscle pain; sore throat; and new loss of taste or smell.
    - If the parent/guardian cannot attest to temperature, the facility should check the temperature.
- Individuals who have a cough that is not a new onset cough (e.g. asthma, allergies, etc.) do not need to be excluded from instruction.

Physical Distancing
- Daily activities and curriculum should support physical distancing, striving to maintain at least six feet between individuals. Considerations to adjust programming for social distancing:

Activity	Adjustment for Physical-Distancing and Sharing
Classroom Assignment & Set Up	- Limit the number of students in each classroom to a stable cohort no larger than 10. - Space seating/desks to provide at least six feet between students.
Recess	- Hold recess or other physical activities with individual cohort groups. - Sanitize shared objects (e.g., balls, swings, slides) between cohort groups.
Lunch/ Meals	- Serve meals in the classroom. - Serve individually plated meals. - If possible, hold activities in separate classrooms. Stagger use and disinfect in between uses.

	● If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.
Arrival and Dismissal	● Stagger arrival and dismissal times or locations, or put in place other protocols to limit direct contact with parents/caregivers as much as possible. ● Maintain cohort groups during arrival and dismissal times.
Lining Up	● Minimize time standing in lines and take steps to ensure that distance between the children is maintained (use tape or other markings as guides for students).
Instructional Activities	● Plan activities that do not require close physical contact between multiple students.
Item Sharing	● Designate equipment (e.g. balls, bats, etc.) solely for the use of a single cohort and sanitized between practices. If it must be shared, sanitize between use. If this is not feasible, change your planned approach. Avoid item sharing. If items must be shared, remind students to wash their hands (CDC guidance) and not to touch their faces after using these items. Shared items should be sanitized between uses. ● Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment etc. assigned to a single student) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
Visitors & Volunteers	● Restrict all non-essential visitors and volunteers; this includes families visiting or volunteering in the school.
Manage Students' Belongings	● Keep each student's belongings separated from others' and in individually labeled containers, cubbies or areas.

Healthy Hygiene Practices

- Schools must teach protocols and provide handwashing and/or hand sanitizing facilities (CDC guidance), tissues and garbage receptacles that are easily accessible to both students and staff.
- Teach and reinforce covering coughs and sneezes among children and staff.
- Teach and reinforce use of cloth face coverings among all staff. Face coverings are most essential in times distancing is not possible. Staff should be frequently reminded not to touch the face covering. Information should be provided to all staff on proper use, removal and washing of cloth face coverings.
- Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older students who can safely use hand sanitizer), tissues and no-touch trash cans.
- Post clear signs (available at healthoregon.org/coronavirus) on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures and properly wear a face covering.

Promoting Grace and Patience

It is critical to remember that students like to share toys, that students like to touch their faces (23 times per hour according to National Institutes of Health research) and students are learners in any increased

cleanliness regiments. While it is important to adhere to these guidelines, it is also incumbent upon the staff to create the conditions for students to be successful in practicing and learning these new and not-so-intuitive guidelines. Adults need to hold a developmental view of students in their care while elevating and practicing heightened awareness of health and safety needs. In Oregon, students of color face disproportionate discipline because racial biases impact the ability to implement consistently fair practices. Many schools are working hard to implement restorative justice practices and racial equity professional learning for staff to mitigate racial biases. It is critically important that we raise this level of awareness so punitive measures are not the methodology for compliance to healthy practices. Many students like adults share pencils, books and more and have been encouraged to show generosity in this way. And finally, many students are experiencing trauma due to this global pandemic and need increased support and connection. When students falter in adhering to the new operating procedures, center grace and patience instead of punishment and **never** implement consequences that deny access to instruction.

Cleaning, Disinfection and Ventilation
- Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, 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, restrooms and playgrounds.
- Encourage students to bring their own reusable water bottle and refill from the water fountain instead of drinking from the water fountain.
- Ensure safe and correct application of disinfectants and keep these products away from students following labeling direction as specified by the manufacturer.
- Ensure that ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and other methods. Do not use fans if they:
  - Pose a safety or health risk, such as pollen allergies or exacerbating asthma symptoms.
  - Doors and windows are closed and the fans are recirculating the classroom air.
- Take steps to ensure that all water systems and features (e.g., drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

2C. Addressing Mental Health

Mental health, which includes emotional, social, cognitive and behavioral functioning, is fundamental to student learning and well-being. Learning needs to be centered within a continuum of care that provides for the physiological, safety, security, social connection needs of students, families and school staff, while honoring each person's identity, diversity and purpose.

Prioritizing care and connection are critical during this time. This is particularly true for students and families experiencing adversity, grief and loss, those struggling to cope with stress or mood problems, and individuals who are experiencing trauma or who have little access to social support.

First and foremost, it is important to address the physical and psychological safety of students and their families, as well as their access to fundamental health resources (food, shelter, safety, health care, mental health services) as a foundation for your school program. Whenever possible, connect students and families with local and state resources when these basic needs are not fulfilled, and plan academic activities with an understanding that each child and family may have unique circumstances that need to be addressed before formal learning can begin.

Mental health and well-being, as well as teaching and learning are grounded in four, interconnected pillars of practice: trauma-informed care, social emotional learning, racial equity, and strengths-focused, evidence-based or field-tested prevention and intervention programs. It is important to incorporate as many of these principles into each interaction with students and their families, and to guide those in need of additional supports to culturally-responsive, linguistically-attuned mental health services as needed. Even more importantly, it is imperative that we recognize the uniquely challenging circumstances that we collectively face during this pandemic and accept and normalize the fact that experiences of stress, intense mood, fatigue, despair and overwhelm are typical responses under these circumstances.

ODE has created the following resources to support the mental health, well-being and resilience of students, families, staff and mental health professionals across a broad variety of mental health-related topics. Please review these resources and share them with your schools, staff, families and students:
- [Mental Health and Social Support Guidance for Educators and School Staff](#)
- [Mental Health and Social Support Guidance for Administrators, School Counselors, and Other Mental Health Professionals](#)
- [Mental Health and Social Support for Students and Families](#)

During the school closure and "Stay Home. Save Lives." effort, there is an increased need for crisis services and supports. If you or someone you know is at risk for suicide, please consult [How Adults Can Help to Prevent Suicide](#) for links to hot lines and online crisis resources. Oregon has noted drastically reduced percentages of child abuse reporting. Educational setting personnel are [mandatory reporters](#). [Report](#) any suspected child abuse. You can call 1-855-503-SAFE (7233). This toll-free number allows you to report abuse or neglect of any child or adult to the Oregon Department of Human Services. You can find more information at [What to Do if You Suspect Child Abuse](#).

2D. Supporting Student Transportation

Transportation services are a critical part of Oregon's education infrastructure. Educational leaders are encouraged to partner with transportation operation leaders and other local, regional and state decision makers early in any planning processes. Driver shortages can make operations difficult under typical circumstances, and it is important to be sure any needs or demands are reasonable given actual capability.

The maximum number of students who can be transported at any one time is dependent on the size of the transport vehicle and the current recommendations from either local, state and/or the Centers for Disease Control (CDC) for social distancing. Currently, CDC recommendations advise maintaining a distance of approximately six feet from others when possible and students should be seated in a manner that aligns with current guidance.

Educational settings providing transportation services are required to:
1. Require at least three (3) feet of physical distance between passengers.
2. Require at least six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate.
3. Use physical partitions or *visual cues* (e.g., floor decals, colored tape or signs) to discourage passengers from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus/train.

4. Determine and post maximum occupancy for each bus while following this guidance.
5. Post clear signage, in more than one language, at all stops to the extent feasible asking riders with symptoms to stay home and providing who to contact if they need assistance. (Sign downloads available at www.healthoregon.org/coronavirus; scroll to OHA Guidance, Signage and Rules.)
6. Cloth face coverings may be used for passengers age 12 and over.
7. Ensure that drivers wear medical grade masks, or their equivalent, to the extent available.
8. Provide drivers and all transportation employees with access to soap, clean running water and drying materials, or at least 60-95% alcohol-based hand sanitizer at their worksite.
9. Clean buses/trains and transit stations frequently. Conduct targeted cleanings every four (4) hours, with a focus on disinfecting frequently touched surfaces of the bus.

Here are additional details to further support transportation planning and operations:

● Communication and coordination is needed around the approach educational settings will take to scanning students before or as they utilize transportation services. Different approaches that meet the variables of monitoring for fever and coughs, two-way communication with families, and how adults share roles and responsibilities are essential.

● Drivers must support the district's contact-tracing plan and log contacts.

● Drivers may need additional protective measures or equipment due to their own health concerns. Be prepared to hear and support your staff's needs or perceived dangers. The CDC's website provides updated guidance of bus transit operators related to driver safety and sanitation protocols.

● Wearing face coverings may feel awkward at first but their use is an essential component of being able to offer some form of student transportation.

● To the extent possible, transit agencies should, but are not required to:
   ○ Implement one-way flow of traffic with front door boarding and rear exiting.
   ○ Install hand sanitizer stations with 60-95% alcohol-based hand sanitizer solution in each bus/train to the extent possible.

● No variance to Oregon school bus minimum standards has been approved at this time regarding the installation of plexiglass driver shields or other non-standard installations; personnel should review their needs in light of the existing regulations around school bus construction.

● As a practical matter, students who share housing and do not need to be physically distant from each other can sit beside each other. Drivers might consider assigned seating by house to help with safety and logistics.

● ODE anticipates that educational settings would need to run additional routes and stagger starts or engagement times to follow this guidance.

● ODE does not recommend any transportation services for field trips with adult volunteer chaperones at this time.

2E. Supporting Students Through Nutrition

It is imperative that nutrition programs be offered to any in-person small group instruction.
- Child Nutrition Programs (CNPs) are specifically designed to support students from the identified groups who have been inequitably impacted by COVID-19 closures.
- Include Nutrition Management Staff early in all planning to ensure meals are able to be provided in the specific educations settings.
- Nutrition Programs will need time to give special consideration to current federal and state program requirements, food safety, methods of service, equipment and staffing needs, timing of services and menu.
- Modifications to existing program regulations may be available from ODE-CNP with advance notice.

Please refer to Child Nutrition COVID-19 webpage.

SECTION THREE: Operational Guidance: Conducting Limited In-Person Instruction

Governor Brown's Executive Order 20-20 prohibits schools from conducting in-person classroom instruction, except "*limited in-person instruction and small group instruction, where necessary and appropriate, to fulfill educational requirements for students, for extended learning or summer learning opportunities, and for other purposes, consistent with guidance provided by ODE and OHA,*" until June 30, 2020.

This guidance allows for limited in-person, small group instruction during your final spring term between the dissemination of this guidance date, May 15, 2020, and the end of the Executive Order, June 30, 2020 or the end of your school year and operated by:
- "Public schools" include schools within a school district, educational 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).
- "Private schools" 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 is part of a continuum of efforts to ready Oregon's educational settings for in-person classroom instruction under certain conditions in the summer bridge and fall of 2020. It is imperative that all limited in-person instruction and small group instruction operate in full alignment with these and/or any subsequent guidance provided by ODE and OHA.

> Schools remain closed under Executive Order 20-20. Instruction should be delivered through Distance Learning for All. Limited in-person instruction and small group instruction is not to be used in place of Distance Learning for All. Limited in-person instruction and small group instruction is only to be used in limited circumstances (as noted below). The lists below are not exhaustive. For specific questions, educational settings should contact ODE for further approval.

Use of limited in-person instruction and small group instruction

- *Limited in-person instruction and small group instruction* should be prioritized for students earning credit for on-time graduation, completion of a high school equivalency program, completion of Dual Credit or accelerated learning programs, or certification for career and technical education (CTE) or similar programs.
- *Limited in-person instruction and small group instruction* is to be used **only** when Distance Learning for All cannot support or approximate the requirements for required instruction or assessment, including, but not limited to:
  - A secure testing environment for a General Education Development (GED) exam;
  - Access to appropriate technology for an Advanced Placement (AP) exam;
  - Access to specialized equipment to demonstrate proficiency (e.g. demonstrating a weld for a welding certification program in safe welding booth); and
  - Access to limited-engagement, small group instruction, where online and offline Distance Learning *cannot* be supported, as determined by the district.
    - This is intended for small rural schools/communities where internet and phone access may not be available for some families (this use will require ODE approval), and the county must be in, at least, Phase 1 of the Governor's Reopening Oregon plan.
  - Assessments for Special Education eligibility requirements that can be completed with the six foot physical distancing measures.
  - Administration of the English Language Proficiency Assessment (ELPA) Screener (*once available*). This assessment is administered 1:1 and is designed to identify students who may be English learners, or initially Proficient students, whom the Language Usage Survey data suggest should be screened.
- *Limited in-person instruction and small group instruction* is **not** to be used when Distance Learning for All can reasonably support or approximate the requirements for required instruction or assessment, including, but not limited to:
  - Large and small group instruction, including physical education;
  - Daily classes or instructional groups;
  - CTE, science, or other typically "hands-on" courses where simulations and alternative content can be delivered through Distance Learning for All; and
  - Special Education services including groups for special designed instruction (SDI), Americans with Disabilities Act (ADA) 504, talented and gifted education, English language development, or other specialized education services which should safely be delivered via Distance Learning for All; and
  - Preschool programs including public, private, as well as EI/ECSE services.

Safety Procedures for *limited in-person instruction and small group instruction*

In addition to the health and safety requirements outlined in the Ensuring Public Health Section of this guidance, the following procedures must also be implemented for situations prior to summer school where limited in-person or small group instruction is warranted:

Supporting *limited in-person instruction and small group instruction*

- *Limited in-person instruction and small group instruction* should be limited to one or few sessions, rather than daily or multiple sessions per week.
- Students and staff should only be together in the classroom space for the limited amount of time required for the activity (instruction, assessment, etc.).
- Students must be maintained in a single, self-contained, and stable classroom with 10 or fewer students ("stable" means the same 10 or fewer students are in the group each day).

- o   Students may not transition into other classrooms.
- o   The best practice is for a single teacher or instructor to serve the student group.

Supporting Students who experience disability and ADA
- ● Under this guidance, educational settings must make every effort to provide special education and related services to the student in accordance with the student's Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP), or, for students entitled to FAPE under Section 504, consistent with a plan developed to meet the requirements of Section 504.
- ● Educational plans must ensure there is equal access and opportunity for students who experience disability and are protected under IDEA or ADA.
- ● Educational plans must ensure there is equal access and opportunity for students who may present challenging behaviors, have pre-existing conditions, or may struggle with conditions established under physical distancing.

SECTION FOUR: Operational Guidance: Summer School Programs

Governor Brown's Executive Order 20-20 prohibits schools from conducting in-person classroom instruction, except in limited circumstances consistent with guidance from ODE and OHA, until June 30, 2020.

Summer programs can be delivered in-person where districts can meet the obligations of Section 2 of this guidance. Other programs can be delivered through Distance learning models.

This guidance allows for limited in-person classroom instruction in summer school programs operating at any time between what might be the beginning of summer for some educational settings, June 1, 2020 and the end of summer for some educational settings, September 4, 2020 and operated by:
- ● "Public schools" include schools within a school district, educational 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).
- ● "Private schools" 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 is part of a continuum of efforts to ready Oregon's educational settings for in-person classroom instruction under certain conditions in the fall of 2020. It is imperative that all *summer school programs* operate in full alignment with these and/or any subsequent guidance provided by ODE and OHA. This includes, but is not limited to Title 1 summer school, Migrant summer school, Extended School Year, Credit-Recovery, and all other options available to students between academic school years.

4A. Summer School

Summer School for Seniors Needing Credit to Graduate
For seniors, educational settings must make instructional options available to earn a "Pass" or demonstrate understanding of content covered up to March 13, 2020. Educational settings may provide opportunities for seniors to address "Incompletes" beyond the end of the school year through August 31, 2020. If educational settings offer such opportunities over the summer time period for seniors, they must provide the necessary accommodations and modifications for seniors with IEPs to access their instructional materials. Educational settings should evaluate the supports necessary for a student to complete credits including instructional support available during the school year. These summer

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learning options do not require an adjustment to the IEP and do not require an educational setting to use ESY or compensatory education as these options are available to all seniors through general education.

- If the senior was not on-track with a passing grade (F or equivalent) at the date of closure, then the senior shall be awarded an "Incomplete" status, or local equivalent, with opportunities to earn a "Pass" preferably by the end of the school year, but this can extend until August 31, 2020.

- For seniors who have not met 2020 graduation requirements, educational settings will need to evaluate the supports necessary for the student to meet requirements. This can include providing summer options with access to SDI and related services, but is NOT required as a provision of FAPE. Educational settings should also consider the Personalized Student Graduation and Transition Plans developed to support a decision in extended school year services.

Access to Summer School
Educational settings who offer a summer educational program to all students should consider the impact and access students had during Distance Learning for All. When considering options for summer school, districts should prioritize the students most impacted by the extended closure. Educational settings may not exclude students from summer school experiences due to disability, language, health needs, or any other discriminatory factors. Additionally, educators of summer programs must provide instructional support for the student to access instructional materials.

Examples of summer instructional options available to all students include but are not limited to:

- Credit-earning courses for students in grades 9-11.
- Credit-Earning courses to earn a "Pass" for graduating seniors (August 31, 2020).
- Summer programs available to students based on demonstrated need or other criteria independent of disability such as Title I summer school, Migrant summer school, or any other summer school program sponsored by educational settings.
- Community events and service opportunities sponsored by educational settings.

The requirements to sustain and maintain safe instructional settings can poise significant challenges. Districts are encouraged to work with ODE to ensure compliance on the requirements presented and support for opportunities to ensure students have maximum access to opportunities.

4B. Summer Bridge Programs

Purpose of Summer Bridge Programs
Summer bridge programs are typically used for students who are marticulating from preschool to elementary, elementary to middle school, middle to high school, and high school to post-secondary in order to prepare them for significant shifts in school environments and expectations. These programs may focus on skill gaps as well as study skills and career exploration; however, in the current context, they are primarily targeted to students who need additional academic support to be prepared for the following school year due to learning losses that may occur during extended school closures due to COVID-19. The nature of the COVID-19 pandemic requires a response that would not happen under normal circumstances. ODE is recommending that educational settings develop summer bridge programs to support student's recovery from the loss of learning resulting from COVID-19. To the extent

possible, in line with fiscal requirements, educational settings are encouraged to braid and blend funding sources to meet the needs of all students.

Educational settings that are unable to operate summer school programs or have additional space should strongly consider no-cost or low-cost space rental to programs like migrant education summer programs and others that serve marginalized or institutionally underserved populations of students and families.

The level of self-discipline and awareness needed to maintain and care for these responsibilities is high and comes with painful consequences if we lapse in judgement or consistency. This is a unique aspect of this challenge and all staff need encouragement, support and clear guidelines to meet what is outlined in this document.

As students return to school they will naturally fall into pre-closure routines and habits. Staff must consistently teach and reinforce social distancing and hygiene practices until they become an expected and accepted way of being at school.

Oregon's students need renewed access to robust learning opportunities. For this to be successful we must also make every effort to maintain the health of students and staff.

Identification of Students

Use of summer bridge programs should be considered broadly given extended school closures, regardless of grade level. All students benefit from additional instruction including students who experience disability. The IEP team could consider additional benefits of summer instruction as the team evaluates the impact of the closure on student progress. It is recommended that educational settings use student performance and teacher-generated data (e.g., observations, present level descriptions) to identify students who are struggling academically, emotionally, and/or socially for such programs.

Characteristics of Summer Programs

Common characteristics of summer bridge programs include:
- Focus on bolstering both foundational skills in academics and behavioral skills like organization, study habits, goal setting, culturally responsive content, self regulation, improved sense-of-belonging, college and career planning and the supports that can help ease transitions.
- Embed social and emotional development into the learning experience and engage both students and families into the orientation program.
- Build intentional relationships between students and the adults who will support them during the transition period and beyond.
- Include family engagement including orientations, communication, and ongoing support.
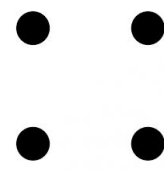
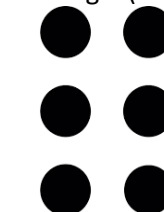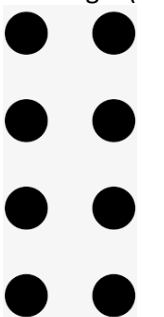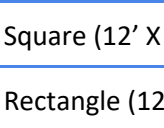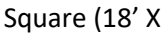**Safety Procedures for Summer School Programs**

In addition to the health and safety standards typically implemented by schools, the following procedures must also be implemented:

Supporting Summer School Classroom Instruction
- Summer school students must be maintained in a single, self-contained and stable classroom with 10 or fewer students ("stable" means the same 10 or fewer students are in the group each day). Schools may operate summer school on staggered schedules to accommodate more students. These requirements apply for any Extended School Year Programs/Services that occur during the summer period.
    - Students may not transition into other classrooms.

- Students may not have multiple classrooms, i.e. one for math, one for reading, or other content, etc.
- The best practice is for a single teacher or instructor to serve the student group. However, with appropriate precautions, teachers of specific academic content areas may rotate through groups of students. This only applies when physical distancing can be maintained and most likely applicable to secondary content courses.
- For preschool classes, consider smaller cohort groups to support physical distancing, keep separate recess times, and minimize infection from shared objects and toys with cleaning protocols.

Summer school programs should prioritize enrollment for students whose learning opportunities have been most impacted by extended school closures. It is possible to calculate physical distance requirements based on the shape, usable square footage within a room (space dedicated to shelving, counters, and walkways is included in these estimates), and seating configuration. The table below outlines some **possible** conversions, assuming that students are seated in grids.

Number of Persons	Configuration	Square Feet Required
3-4	Square (6' X 6') ● ● ● ●	36 ft^2
5-6	Rectangle (6' X 12') ● ● ● ● ● ●	72 ft^2
7-8	Rectangle (6' X 18') ● ● ● ● ● ● ● ●	108 ft^2
9	Square (12' X 12')	144 ft^2
10-13	Rectangle (12' X 18')	216 ft^2
14-16	Square (18' X 18')	324 ft^2

17-19	Rectangle (18' X 24')	432 ft^2
20-22	Square (24' X 24')	576 ft^2
23-25	Rectangle (30' X 24')	720 ft^2

Note: square footage calculations are not necessary until at least three persons are involved.

SECTION FIVE: Operational Guidance: Supporting Students Experiencing Disability

The extended closure could have a disproportionate impact on students who experience disability. Teams will need to plan to support students who experience disability in order to restore their learning pathway. These plans will necessarily vary based on the unique needs that arise from the student's disability and the accessibility of and progress made by the student during Distance Learning for All.

Though it will be important to make individualized determinations for students, it is generally thought that many students who need additional supports due to the extended school closure will be able to receive those supports through **Summer School**, **Summer Bridge Programs** and **Continued Implementation of High Quality IFSPs/IEPs.** The following table outlines extended learning pathways that may be available options for students who experience disabilities. Each option must be considered in the context of student needs identified by the IFSP/IEP team.

Pathways for Return and Recovery	Audience	Focus
Summer School	Students who need additional support due to being in a targeted population (e.g., Title I-A, performing below grade-level expectation, needs to earn credits).	Varies depending on purpose of offering summer school. Students can work on developing new skills or recovering/enhancing previously learned skills.
Summer Bridge Program	Students who need additional support to be prepared for next school year due to learning losses during extended school closure.	Develop skills and strategies, adding new content as appropriate, that will be essential to set the student up for success for the next year.
Extended School Year (ESY)[3]	Students who meet eligibility criteria for ESY, meaning that they have demonstrated regression and need recoupment or otherwise have demonstrated a need for ESY.	Minimizing Academic or Functional Loss; maintenance of critical points of instruction.
Extended Year Services (EYS)	Children, ages 3-5, who meet eligibility criteria for EYS, meaning that they	Minimizing loss of learning skills or behavior.

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[3] Extended School Year (ESY) services must be provided when determined necessary by a student's IEP team. 34 CFR § 300.106.

	have demonstrated regression and need recoupment or regression is predicted according to the professional judgment of the team.	
Continued Implementation of High Quality IFSPs/IEPs	All students who experience a disability and who, by reason thereof, need early intervention, early childhood special education or special education and related services.	To enable the student to make progress appropriate in light of their circumstances, specifically taking the impact of COVID-19 and the extended school closure into account.
Compensatory Education[4]	Students who were not provided with intended instruction, related services and/or supports as defined by the IFSP/IEP team.	Recovery of skills intended to be built through the IFSP/IEP, when services were not provided as intended.

5A. Summer Programs

Educational settings who offer a summer educational program to all students should consider the impact and access students had during Distance Learning for All. Educational settings may not exclude a student experiencing disability from participation in additional instructional options offered to students in the general education setting. Additionally, educators of summer programs must provide instructional support for the student to access instructional materials.

As mentioned in Section 4B, The IEP team could consider additional benefits of summer instruction as the team evaluates the impact of the closure on student progress. It is recommended that educational settings use student performance and teacher-generated data (e.g., observations, present level descriptions) to identify students who are struggling academically, emotionally, and/or socially for such programs.

5B. Extended School Year

As the extended school closure period is set to end on June 30, 2020, it's appropriate to begin thinking about making individualized determinations regarding each student's need for extended school year (ESY) services. ESY services cannot be limited to certain disability categories or LRE placements. Every student who receives special education and related services must have an individualized determination made, at least annually, as to whether ESY services are required in order for that child to receive FAPE. Though it is essential that ESY services are individualized according to student needs, it is likely that a single framework and structure for ESY services can solely meet the needs of students. Districts and schools should evaluate the plans for instruction during ESY and into the school year.

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[4] Compensatory services are required where there was a failure to provide appropriate services (34 CFR § 300.151), but ODE is encouraging educational settings to think more broadly about the possibility of compensatory education services in response to the Extended School Closure. We are urging educational settings to consider it as a vehicle to evaluate the impact of extended closure, access to services, and instructional support under the COVID-19 pandemic rather than as a legal remedy for a denial of FAPE.

The need for ESY services must be informed by relevant data about the student or by historical knowledge when such data is unavailable (e.g., for students who have recently enrolled within your educational settings and for whom you accordingly have no such data). Even when relevant data is limited, as may be the case due to the extended school closure, teams must make informed decisions regarding the need for ESY services using any available data. At a minimum, IEP teams must consider regression and recoupment.

Follow state/local guidelines as best you can when making good faith recommendations/offers for ESY services when working with families. Offer ESY when needed, documenting the offering, even if families do not accept the ESY services offered.

Changes to ESY due to Extended School Closure
ESY may be provided using a distance learning or in-person model, according to criteria set forth in this document. If in-person instruction is provided for ESY, it must follow the same safety guidelines as any other summer program.

5C. Compensatory Education

In the present situation, there are circumstances in which it might be challenging for educational settings to provide FAPE to each student experiencing a disability through no fault of the educational setting itself, but rather due to the unprecedented circumstances of the pandemic and the nature of the services required to meet the needs of some students. Students in this situation will need specific plans developed and implemented to situate them as they would have been but for the pandemic and resulting closure.

Compensatory Education decisions should be based on the impact of closure as it relates to a student's specific disability and circumstance. This decision should be made when students return from a distance learning environment. Further guidance will be forthcoming for identification and options related to compensatory education.