



## CLACKAMAS ESD EARLY LEARNING PROGRAMS

### Oregon City School District

## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE's **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	<b>Clackamas ESD Early Childhood Special Education Classroom</b> King School Campus, Oregon City School District
Key Contact Person for this Plan	SARA SNOW, Assistant Director of Early Intervention/Early Childhood Special Education Programs
Phone Number of this Person	503-675-4184
Email Address of this Person	<a href="mailto:ssnow@clackesd.org">ssnow@clackesd.org</a>
Sectors and position titles of those who informed the plan	Sara Snow, CESD Assistant Director Early Childhood Special Education Jon Morris, CESD EI/ECSE Coordinator Angie Kautz, CESD Reopening Advisor
Local public health office(s) or officers(s)	Kristen Ingersoll, Clackamas County Health Department

<sup>1</sup> For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

<sup>2</sup> For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

<sup>3</sup> Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Clackamas ESD Early Learning Programs will adhere to the established physical distancing requirements set out by each individual principal listed below. Clackamas ESD Early Learning Programs will work directly with each building principal based on any additional guidance from the Early Learning Division for health and safety of children under the age of five.  Josh Bryan, King Campus
Intended Effective Dates for this Plan	August 15, 2020 - June 30, 2021
ESD Region	Clackamas Education Service District

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

Stakeholder Surveys (July 2020 - Clackamas ESD sent a survey to families to gather their input on service delivery for the fall. As of August, 9th 2020 60 families have responded to the survey. This survey is sent to all families who receive Early Intervention and/or Early Childhood Special Education Services. Survey Results presented are for those who are in the Oregon City School District.

**Clackamas ESD July Family Survey Results:**

Survey Item	Choices	Percentages
What is your local school district?	Canby Colton Estacada Gladstone Lake Oswego Molalla North Clackamas Oregon City Oregon Trail West Linn/Wilsonville Other	Oregon City-19.4%
Do you have children in your home who will be receiving comprehensive distance learning?	0 children 1 child 2 or more Did not answer the question	39% 39% 16% 7%
How does your child usually receive their early intervention/early childhood special education services?	In person home visits Consultation at community preschool Self contained special education classroom Speech Group Did not answer the question	46% 23% 8% 17% 6%
If given the choice how likely would you be to accept in person early intervention/early childhood special education services for your child in the fall?	5- Very Likely 4 3 2 1- Not at all Likely Did not answer the question	53% 8% 8% 8% 16% 7%

Access to a device/Internet	Yes	100%
Do not have access to a device/Internet		NA

- June 17, 2020: Review Blueprint Template
- June 19, 2020: Attended Regional Ready Schools Safe Learners Meeting
- July 14th, 2020: Prepare PPE supply list for CESD
- July 15th, 2020: Convene 2020-21 Re-Opening Schools Planning Committee
- July 20th, 2020: Convene 2020-21 Service Planning
- July 23rd, 2020: ODE EI/ECSE Contractor's Update Meeting
- July 23rd, 2020: Staff Input Survey sent to licensed and classified staff
- July 30th, 2020: Listening Session with Licensed and Classified Staff
- July 31st, 2020: EI/ECSE Family Survey sent via Mail Chimp
- August 3rd, 2020: Ready School Safe Learners Companion Guidance Document Work Group EI/ECSE
- August 6th, 2020: PPE supplies ordered for EI/ECSE program
- August 7th, 2020: Ready School Safe Learners Companion Guidance Document Work Group EI/ECSE
- August 11, 2020: Reviewed updated RSSL document

Stakeholder Survey (July 2020) - Clackamas ESD Early Intervention/Early Childhood Special Education surveys sent to staff via email.

**July Staff Survey Results:**

Survey Item	Who/Answers	Percentages
Staff respondents	48 licensed staff completed survey 9 classified staff completed survey	NA
Comfort with providing services in Person	Licensed Staff  Classified Staff	70% of Licensed staff responded that they were uncomfortable with providing services in person  100% of Classified staff responded that if given appropriate PPE, social distancing requirements followed they were comfortable providing some services in person.
Internet access	Yes	92.2% (Licensed Staff)  *Not enough information to provide data on classified staff internet access*
Highest level of concern	Enforceability of social distancing & mask wearing  Maintaining health and safety for families and staff  Engaging families and children in online services  Having proper & enough PPE  Not having enough sick leave if	NA

	exposed/infected	

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning     Hybrid Learning     Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

\* **Note:** Private schools are required to comply with only sections 1-3 of the *Ready Schools, Safe Learners* guidance.

### REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

*This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.*

**Describe why you are selecting Comprehensive Distance Learning as the school’s Instructional Model for the effective dates of this plan.**

On July 28, 2020, Oregon Department of Education released [updated guidance](#) in coordination with the Oregon Health Authority and the Oregon Governor’s office. This guidance provides specific state and county-wide metric requirements for in-person and/or hybrid instruction to occur. Until those [metrics](#) are met on a regional and state level, by necessity, we will provide instruction using Comprehensive Distance Learning. This means that we will begin the school year on (insert date) in distance learning mode. When OHA and ODE requirements are met in Clackamas County and Oregon, we will move into a hybrid model and work with our school district partners to determine how to safely do so.

Clackamas ESD Early Intervention/Early Childhood Special Education and Head Start to Success Site based classroom programs, will begin the 2020-21 school year with a Comprehensive Distance Learning Model in response to the Oregon State Governor and Oregon Department of Education guidance. Clackamas ESD is located in Clackamas County and has site based classrooms in the Oregon City School District. Those sites are located at the following elementary schools: King Campus. As per the state guidance to open for full- or part-time in-person learning in all grades, schools in each county would have to meet these metrics for three weeks in a row:

- The state testing rate must remain at or below 5%.
- The county must have 10 or fewer new cases per 100,000 residents over seven days.
- The countywide test positivity rate must be 5% or less over that same time period.

Oregon and Multnomah County are not currently meeting these metrics.

Clackamas ESD Early Intervention/Early Childhood Special Education and Head Start to Success run programs for children ages 3 to 5. We will be also following the state guidance from the Early Learning Division and may move to provide instruction on site from the guidance provided by ELD and in partnership with Oregon City School District. Below are the metrics provided by ODE to provide instruction onsite to K-3 students.

- Fewer than 30 cases per 100,000 over seven days.
- Test positivity of 5% or less or seven days
- COVID-19 is not actively spreading in the school community

Date	Cases per 100,000	Positivity Percent
7/5/2020	34.2	4.3%
7/12/2020	34.2	3.5%
7/19/2020	32.1	3.7%

7/26/2020	31.6	4.3%

**[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school’s model aligns to the Comprehensive Distance Learning Guidance.**

Our goal is to transition to a hybrid/fully in person instructional model as soon as it is safe to do so and in alignment with the Oregon City School District to the fullest extent possible. Until then we will be following the guidelines set forth by ODE and ELD for Comprehensive Distance Learning.

Our CDL model will keep families and students as the primary focus in our planning. We will align with developmentally appropriate practices and early learning standards. Our support to children and families will be focused on being responsive to individual student and family needs.

**In the meantime we would like to highlight a few key areas of support.**

**Online / Virtual Education**

1. CESD Early Learning Staff will maintain confidentiality of all student information.
2. All use of online materials will be monitored carefully to ensure the links provided go directly to the instructional area intended and do not have any possible connection to adult sites or content.
3. CESD Early Learning Staff will follow ODE guidance in addition to student IFSPs for specially designed instruction.
4. CESD Early Learning Staff will use Google Classroom to share developmentally appropriate learning opportunities with families.
5. CESD Early Learning Staff will use Zoom and / or Google Hangouts to facilitate instruction and services with children and families.
6. CESD Early Learning Staff will use Zoom and / or Google Hangouts to collaborate with community partners including: preschool teachers, childcare providers, and others who support the child and family.
7. CESD Early Learning Staff will create asynchronous learning opportunities for families to utilize at times that work for their individual schedules.

**Offline / Distance Education**

1. For families that require offline instructional support, CESD Early Learning Staff will create learning materials that align with developmentally appropriate activities and support the child’s individual goal progress.
2. CESD Early Learning Staff will connect with families over the phone and provide support through phone calls. When needed CESD Early Learning Staff will connect families to resources in the community.

**Learning Day, Instructional Schedule, and Academic Calendar:**

CESD Early Learning Staff will create schedules based on developmentally appropriate practices and specifically designed instruction. They will have direct instruction time with students that will include opportunities for approaches to learning, and social emotional development. This may be achieved through activities such as a morning. Other learning supports will be provided to families for language and communication, literacy, and mathematics. CESD Early Learning Staff will connect weekly with families to target specific goals based on IFSP and/or TS Gold Assessments. CESD Early Learning Programs will create schedules based on child and family needs. CESD Early Learning Staff will build in opportunities for wellness activities and social emotional learning.

**Parent / Caregiver Inclusion**

1. CESD Early Learning Staff will send out weekly updates to families.
2. CESD Early Learning Staff will keep parents / guardians informed through parent coaching activities
3. CESD Early Learning Staff will look to communicate to all parents about program changes through newsletters and the CESD Early Learning Facebook page.

**Training for CESD Early Learning Staff:** CESD will be scheduling virtual training for staff during the first week back from summer break. Training will be focused on delivering a Comprehensive Online Education, social/emotional learning, understanding and implementation of the CDC, ODE, and ELD guidance on sanitizing, PPE and social distancing measures. CESD Early Learning Staff who work at Oregon City School District site will participate in building specific training required by the school’s operational blueprint. CESD Leadership will keep constant communication with Oregon City Leadership to adjust and plan for training.

Clackamas Early Learning Programs are also awaiting additional guidance from the Early Learning Division. The additional guidance is to be released on August 14th, 2020.

**Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.**

Clackamas Early Learning Program housed in the Oregon City School District will follow the guidance provided by specific state and county-wide metric requirements for in-person and/or hybrid instruction to occur. When able to meet the appropriate metrics we will follow the operational blueprints of each school that holds a Clackamas Early Learning Program Site to the fullest extent possible.

*The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.*