



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² 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,³ 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	Greater Albany Public Schools
Key Contact Person for this Plan	Lisa Harlan
Phone Number of this Person	541-908-3111
Email Address of this Person	Lisa.harlan@albany.k12.or.us
Sectors and position titles of those who informed the plan	Melissa Goff, Superintendent, Russ Allen Director of Business and Operations, Randy Lary, Director of Human Resources, Rachel Smith, School Nurse/Health Coordinator, Sue Luthra, Elementary Director, Kerri Tatum, Secondary Director, Heather Huzefka, Federal Program Coordinator, Ryan Mattingly, Special Programs Director, Linn and Benton County Health Departments.
Local public health office(s) or officers(s)	Paula Felipe Benton County Health Neva Andersen, Linn County Public Health

¹ 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.

² 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.

³ 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	Randy Lary, Human Resources Director
Intended Effective Dates for this Plan	9-14-2020 until necessary
ESD Region	Linn Benton Lincoln ESD

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.

We have held interactive forums throughout the course of the summer for staff, families and specific family and student groups. These are question and answer sessions and a time for the district to receive feedback on the plans and concerns families may have. Additionally, we meet weekly with an equity, diversity and inclusion group. We have also formally surveyed our families twice and our staff as well. We will continue to engage all members of our community as we navigate the realities of this ever changing situation and what it means for possibilities for education. Our plan was also submitted to our tribal partners.

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/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) 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.

We are selecting Comprehensive Distance Learning because our bi-county data does not allow for us to hold in-person education at this time as both counties are above the 10 case mark. We are not choosing to ask for a waiver because our Linn County data is trending in the wrong direction and is very close to the 30 cases and 5% mark which requires virtual learning.

At the time of this writing, our county data was as follows:

Benton County	15 cases	2%
Linn County	26 cases	4.7%

[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 for Comprehensive Distance Learning is to keep students safe, focus on relationships and connections with students, and center equity. With these lenses in mind we have two options available to students and families for Comprehensive Distance Learning, Albany Online and K-12 Interactive at home.

Our Albany Online program is a K-12 program that utilizes Fuel-Ed for the curriculum and staffing. Due to the increased numbers of students selecting this option we will provide additional teachers and staff to support the increased enrollment in the program. This program has been available for many years in Albany and is designed to meet all of the National Content Standards. Students are sent all of the at home materials necessary to complete work that is given and monitored virtually. There are several teacher check-ins weekly and the program allows for students to learn at their own pace. It is an accredited program that includes many electives for students to select.

We also have the K-12 Interactive at home model for students and families to choose. This model utilizes district teachers and staff to meet virtually with their class(es) for teacher directed learning. This learning will involve synchronous and asynchronous activities daily. It allows students to still 'be connected' with their school and their classmates, though virtually. The curriculum follows the district aligned curriculum and the scope and sequence that is aligned across buildings. For elementary students, they will be in virtual cohorts based on their grade level and may include teachers and/or students from other elementary schools depending on the number of students who choose this model. This model includes social emotional learning and curriculum at every level, as well as the ability to interact frequently with missed classmates. Teacher teams have been working with TNTP to map out accelerated learning through the utilization of mapped out standards and just right supports according to the necessary skills students need to master an upcoming standard. This work is being done K-12 and will allow for students to continue to accelerate through their grade-level standards taking into account perhaps missed standards from the Spring.

In both models, students have access to electives and specialized services such as Special Education and EL services. Time will be provided for staff every Wednesday for professional development in on-line learning, and continued training on the technology and platforms being utilized.

Both models ensure frequent and timely feedback is given to students regarding their progress in learning and available times with teachers for support.

In both programs all students have access to standards-based, grade-level or higher educational content. They interact in an on-going manner with their learning, the teacher and other students. Learning materials may include multi-media communications, videos, texts and blended learning strategies that are not exclusively online or digital. Learning in both programs meets all of the federal and state laws and requirements that apply to the 2020-2021 school year.

Both programs meet the requirements for service delivery, teacher facilitated learning, grading, and attendance procedures.

To ensure access to the learning, the district has moved to a 1:1 device technology model. We will distribute Chrome Pads to all students in grades K-1, and Chromebooks for all students in grades 3-12. We will be using learning management platforms Seesaw (K-2) and Canvass (3-12) for all students and materials. We will use google meets as a synchronous tool for instruction. We will have training for teachers, students and parents in the use of the technology and the platforms in the form of tutorials, mini-lessons and training. We have also purchased and will continue to distribute wi-fi hot spots to families and the community to ensure that every student has reliable internet access.

After the first of the year we will also be implementing Parent Square, a streamlined communication and messaging tool for all district communications.

To ensure we continue to provide mental health supports and instruction we have partnered with Ophelia's House, Linn County Mental Health and Trillium as well as our school counselors to provide access to students. Linn County Mental Health has assigned a primary mental health provider to each elementary school. Ophelia's Place has assigned 1 therapist to specifically serve our middle school population as well. We will provide check-ins and service connection to families and students in need of mental health support. We also have our FACT and Welcome Centers that are still open and provide many services to families including help with basic needs, access to medical care, help accessing government programs and assistance, and help connecting to community resources.

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.

With the endorsement of our School Board of Directors, we have decided to start all K-12 students virtually until October 19th. We will continue to monitor the data to evaluate whether it will allow us to return to an in-person rotation model continuously.

