



Ready Schools, Safe Learners

ODE Resiliency Framework

for the 2021-22 School Year

Resiliency Framework for the 2021-22 School Year



Replaces Ready Schools, Safe Learners version 7.5.2 and applies to the 2021-22 school year. The framework was jointly developed by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA) and is informed by U.S. Department of Education and CDC guidance.



Mental Health Supports

ODE's Integrated Model of Mental Health

- [ODE's Model](#) centers health and well-being and consists of four interconnected pillars of practice:
 - 1) trauma informed care,
 - 2) social emotional learning,
 - 3) racial equity, and
 - 4) strengths-based, culturally relevant prevention and intervention programs within a system of care.

Focus on health . . .

- Focus on health rather than “fixing what is broken.”
 - Recognizing the inherent strengths, agency, voice, courage and determination of individuals, families, and communities, and asking what strategies they use to thrive in the face of difficult challenges, and how we can celebrate that resilience.

Prioritize Student & Staff Health & Well-Being

- Prioritize care and connection with students, staff and families.
- Link students and families with Joy Harpham, Family Resource Coordinator, to access additional appropriate mental health services and supports.
- Foster peer/student led initiatives on social-emotional well-being and mental health.
- Staff support students in crisis using the QPR protocol for suicide prevention/intervention



COVID-19 Health & Safety

Requirements in State & Federal Law

Federal Requirement

- Use of face coverings on public transit, including school buses (CDC).

State Requirement

- Face coverings required indoors for all individuals over age 2 onsite.
- Each school district and public charter school must submit an Operational Plan/Safe Return to In-Person Instruction **AND** Continuity of Services Plan by **August, 2021**.
- Maintain a Communicable Disease Management Plan.
- Maintain a process to exclude and isolate staff or students who may have been exposed to COVID-19.



Health & Safety Protocols



Instruction, Attendance & Enrollment

Requirements in State Law & Rule

- Districts must meet all instructional time requirements.
- Districts that use digital content as core curriculum must complete an independent adoption of materials. (This has been completed in TSD9.)
- Districts must have a plan for administering state assessments to its students.
- Districts will use pre-pandemic attendance and reporting practices. For remote instructional models, schools and districts must take daily attendance.



Resources

Resources

Mental Health & Well-Being

- ODE's [Integrated Model of Mental Health](#)
- The [Mental Health Toolkit](#) is designed for district leaders, school administrators, and school-based mental health professionals (i.e. school counselors, school psychologists, school social workers, and school nurses) interested in promoting the health and well-being of school communities while creating a culture of safety, care and belonging.
- [Mental Health website](#) is designed to assist districts, schools and ESDs in promoting the mental health and well-being of their school communities.
- Resources and information on [OHA's School-Based Mental Health Services](#) are an essential component of our education system.
- [OHA's Crisis Line and Behavioral Mental Health Resources](#)

Resources

Isolation & Quarantine

- Exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the [COVID-19 Exclusion Summary Guide](#).
- Offer free, on-site COVID-19 testing to students and staff with COVID-19 symptoms or exposure via OHA's K-12 school [testing program](#).
- Adherence to school exclusion processes as laid out in [Communicable Disease Guidance for Schools](#).
- Reviewing and using the "[Planning for COVID-19 Scenarios in Schools](#)" toolkit.
- Cleaning surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) following [CDC guidance](#).
- Schools and districts must cooperate with any LPHA investigations and requirements to protect the public health. LPHAs follow statewide [Investigative Guidelines for COVID-19](#) and other diseases.
- School and district leaders are encouraged to use the [communications toolkit](#) to initiate conversations and communication with staff, students, families, the media and the broader school community.



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