

NOTICE OF REGULAR MEETING June 26, 2020 • 9:00 a.m.

This public meeting is being held consistent with the amendments to the Open Meeting Act, 25 O.S. § 301 et seq., signed into law by Gov. Stitt on Wednesday, March 18, 2020. See SB 661, 2020 O.S.L 3, § 3.

CONFERENCE LINE: (669) 224-3412 **Access Code:** 454-625-301 <https://www.gotomeet.me/AJett/occy-commission-meeting>

In order to comply with the amended Open Meeting Act and promote the health of the general citizens, all interested parties are encouraged to attend the meeting via the GoTo virtual platform.

The following Commissioners will be attending via the GoTo virtual platform: Secretary Justin Brown, Commissioner Jason Charles, Acting Commissioner Lance Frye, Commissioner Angela Donley, Director Melinda Fruendt, Superintendent Joy Hofmeister, Interim Director Rachel Holt, Dr. Kalie Kerth, Commissioner Lindsay Laird, District Attorney Angela Marsee, Commissioner Sheryl Marseilles, Commissioner Javier Ramirez, Commissioner Lee Roland, Commissioner John Schneider, Judge Mike Warren, Interim Commissioner Carrie Slatton-Hodges

The following OCCY staff will be attending via GoTo virtual platform: Annette Wisk Jacobi, Mark James, Amanda Jett, Jennifer Hardin, Jimmy Widdifield Jr., Tina Pendergraft, Harold Jergenson, Robert Agnew, Lisa Rhoades, Keith Pirtle, Megan Lisenbee, Ellen Lohrenz, Elizabeth Kaup, Christina Whatley, Matt Spruill, Brooke Laws, Tameron Session, Penny Hill-Malone, Raegan Qualls, Cherra Taylor, Dawn Bender

The following individuals will be attending via GoTo virtual platform: Grant Moak, Assistant Attorney General and all listed presenters

Loss of connectivity: If connection is lost at any time during this meeting, the meeting will be stopped and reconvened once connection is reestablished. If connection cannot be restored after thirty (30) minutes, the meeting will be stopped and a special meeting will be scheduled.

Public Comment: Please sign up to speak by contacting Amanda Jett, OCCY Executive Assistant, **no later than 8:00 p.m. on Thursday, June 25, 2020 (405-606-4900 or Amanda.Jett@occy.ok.gov)**. Please provide your name (and spelling of your name if attending virtually by telephone call), the organization you represent if applicable, and the subject matter of your remarks. Public comments will be limited to *three* minutes per person. Should you wish to provide documents to the Commissioners, please send them to OCCYCommissioners@ok.gov.

Meeting Etiquette: In an effort to provide the best connectivity for all virtual attendees, we asked that only the commissioners use the video option when attending the meeting. The only exception will be when an attendee is making a public comment. All other attendees should join the meeting by audio connection only. Thank you for your cooperation.

AGENDA

- I. Call to Order and Determination of Quorum
- II. Welcome and Introductions
 - Acting Commissioner of Health Lance Frye
 - All Commissioners
 - New OCCY Staff
 - Rob Agnew
 - Ellen Lohrenz
 - Lizz Kaup

Chairman Jason Charles

Chairman Jason Charles

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| <p>III. Review and Approval of the Minutes from the March 27, 2020 meeting
<i>Discussion and possible action</i></p> | <p><i>Chairman Jason Charles</i></p> |
| <p>IV. Public Comment</p> | <p><i>Public Guests</i></p> |
| <p>V. Finance Report</p> <ul style="list-style-type: none"> • An update regarding the OCCY Budget, Expenses, and Balances
<i>Discussion and possible action</i> | <p><i>Ms. LaTisha Edwards, CPO
Office of Management and
Enterprise Services</i></p> |
| <p>VI. State Fiscal Year 2021 Budget Presentation
<i>Discussion and possible action</i></p> | <p><i>Assistant Director Mark James</i></p> |
| <p>VII. Presentation: Report from an Interagency Workgroup on Children with Problematic Sexual Behavior
<i>Discussion and possible action</i></p> | <p><i>Jane Silovsky, PhD, Professor,
Pediatrics Director, OUHSC
Keitha Wilson, MSW
Family First Prevention
Services Administrator
OKDHS</i></p> |
| <p>VIII. Presentation: Oklahoma Standard Story Project
<i>Discussion and possible action</i></p> | <p><i>Debra Andersen, Executive
Director, Oklahoma Partnership
for School Readiness (OPSR)
Gabrielle Jacobi, Program
Coordinator, OPSR</i></p> |
| <p>IX. Presentation: Family Resource Centers
<i>Discussion and possible action</i></p> | <p><i>Beth Martin, Director, Family
Support & Prevention Service,
Oklahoma State Department of
Health</i></p> |
| <p>X. Presentation: Racism, America's Pink Elephant
<i>Discussion and possible Action</i></p> | <p><i>Commissioner Lee Roland</i></p> |
| <p>XI. Director's Report: Personnel and Agency Activities
<i>Discussion and possible action</i></p> | <p><i>Director Annette Wisk Jacobi</i></p> |
| <p>XII. Chairman Remarks</p> <ul style="list-style-type: none"> • Commissioners with expired terms: Lee Roland, Sheryl Marseilles, and Tera Snelson | <p><i>Chairman Jason Charles</i></p> |
| <p>XIII. Commissioner Announcements (Report only – no discussion)</p> | <p><i>All Commissioners</i></p> |
| <p>XIV. Adjournment</p> | |

NEXT MEETING: FRIDAY, SEPTEMBER 18, 2020 at 9:00 am

Comm on Children and Youth
Business Unit - 12700 - Sub-Major
FY-2020 Operating Budget Comparison Summary by Business Unit/Account
as of May 31, 2020

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12700 - Comm on Children and Youth
Department: 0100002 - 8800001

Account Description		Annual Budget	YTD Budget	Expenses	Encumbrance	Pre- Encumbrance	Total Exp, Enc,Pre-Enc	Annual Variance	YTD Variance	Annual %	YTD %
511	Salary Expense	1,272,247	1,166,226	966,790.13	0.00	0.00	966,790.13	305,456.87	199,435.59	75.99	82.90
512	Insur.Prem-Hlth-Life,etc	319,127	292,532	195,548.32	9,491.00	0.00	205,039.32	114,087.68	87,493.14	64.25	70.09
513	FICA-Retirement Contributions	361,285	331,177	231,985.78	0.00	0.00	231,985.78	129,299.22	99,191.11	64.21	70.05
515	Professional Services	904,237	828,883	156,180.26	142,274.83	10,000.00	308,455.09	595,781.91	520,427.58	34.11	37.21
519	Inter/Intra Agy Pmt-Pers Svcs	10,150	9,304	2,199.77	320.23	0.00	2,520.00	7,630.00	6,783.91	24.83	27.09
521	Travel - Reimbursements	68,223	62,536	7,391.83	0.00	0.00	7,391.83	60,831.17	55,144.49	10.83	11.82
522	Travel - Agency Direct Pmts	109,278	100,171	9,840.29	13,013.95	0.00	22,854.24	86,423.76	77,316.82	20.91	22.82
531	Misc. Administrative Expenses	47,295	43,353	30,189.23	16,135.19	0.00	46,324.42	970.58	-2,971.11	97.95	106.85
532	Rent Expense	177,358	162,578	106,818.50	26,981.93	0.00	133,800.43	43,557.57	28,777.48	75.44	82.30
533	Maintenance & Repair Expense	5,700	5,225	3,075.27	13,793.51	0.00	16,868.78	-11,168.78	-11,643.78	295.94	322.85
534	Specialized Sup & Mat.Expense	2,050	1,879	1,377.12	421.82	0.00	1,798.94	251.06	80.08	87.75	95.74
536	General Operating Expenses	8,100	7,425	9,649.94	217.73	104.48	9,972.15	-1,872.15	-2,547.37	123.11	134.31
541	Office Furniture & Equipment	48,211	44,193	6,134.64	0.00	0.00	6,134.64	42,076.36	38,058.52	12.72	13.88
542	Library Equipment-Resources	0	0	18.95	0.00	0.00	18.95	-18.95	-18.95	~	~
543	Lease Purchases	0	0	464.00	0.00	0.00	464.00	-464.00	-464.00	~	~
554	Program Reimb,Litigation Costs	1,659,600	1,521,300	1,113,041.47	110,398.27	0.00	1,223,439.74	436,160.26	297,860.15	73.72	80.42
601	AFP Encumbrances	0	0	0.00	22,259.72	0.00	22,259.72	-22,259.72	-22,259.72	~	~
Totals		4,992,861	4,576,782	2,840,705.50	355,308.18	10,104.48	3,206,118.16	1,786,742.84	1,370,663.94	64.21	70.05
Class Funding		Annual Budget	YTD Budget	Expenses	Encumbrance	Pre- Encumbrance	Total Exp, Enc,Pre-Enc	Annual Variance	YTD Variance	Annual %	YTD %
19001	GRF-Duties	2,391,056	2,191,796	1,203,056.03	74,314.16	0.00	1,277,370.19	1,113,685.81	914,425.68	53.42	58.28
19911	FY19 Carryover	470,377	431,178	470,377.00	0.00	0.00	470,377.00	0.00	-39,198.89	100.00	109.09
20000	Okla. Comm On Children & Youth	631,428	578,808	118,258.16	180,768.59	10,104.48	309,131.23	322,296.77	269,676.89	48.96	53.41
21000	CAMTA Revolving Fund	1,500,000	1,375,000	1,049,014.31	100,225.43	0.00	1,149,239.74	350,760.26	225,760.26	76.62	83.58
Totals		4,992,861	4,576,782	2,840,705.50	355,308.18	10,104.48	3,206,118.16	1,786,742.84	1,370,663.94	64.21	70.05



State of Oklahoma
Office of State Finance
Allotment Budget and Available Cash
As Of May 31,2020

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Business

<u>Unit</u>	<u>Class</u>	<u>Dept</u>	<u>Bud Ref</u>	<u>Allocations</u>	<u>Pre Encumbered</u>	<u>Encumbered</u>	<u>Current Yr Exp</u>	<u>Prior Yr Exp</u>	<u>Allotment Budget</u>	<u>Available Cash</u>
12700										
	190									988,748.97
	19001	01	20	2,300,377.00	.00	41,845.51	1,145,510.84	.00	1,113,020.65	
	19001	88	20	90,679.00	.00	32,468.65	57,545.19	.00	665.16	
				2,391,056.00		74,314.16	1,203,056.03		1,113,685.81	
	198									0.00
	19810	01	18	1,438,401.82	.00	.00	.00	1,438,401.82	.00	
	19811	01	19	208,729.18	.00	.00	.00	208,729.18	.00	
				1,647,131.00				1,647,131.00		
	199									0.27
	19901	01	19	1,207,867.00	.00	.00	31,899.58	1,175,967.15	.27	
	19911	01	20	470,377.00	.00	.00	470,377.00	.00	.00	
				1,678,244.00			502,276.58	1,175,967.15	.27	
	200									686,897.62
	20000	01	18	499,375.91	.00	.00	(15,951.13)	474,828.66	40,498.38	
	20000	01	19	450,245.00	.00	44,761.46	50,620.64	354,054.43	808.47	
	20000	01	20	396,428.00	10,104.48	170,771.74	118,046.13	.00	97,505.65	
	20000	88	18	78,415.92	.00	.00	.00	61,534.43	16,881.49	
	20000	88	19	68,840.00	.00	.24	13,277.97	55,561.79	.00	
	20000	88	20	235,000.00	.00	9,996.85	212.03	.00	224,791.12	
				1,728,304.83	10,104.48	225,530.29	166,205.64	945,979.31	380,485.11	
	210									153,195.90
	21000	01	18	1,496,090.75	.00	19,721.98	37,736.53	532,885.43	905,746.81	



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<u>Business</u> <u>Unit</u>	<u>Class</u>	<u>Dept</u>	<u>Bud Ref</u>	<u>Allocations</u>	<u>Pre Encumbered</u>	<u>Encumbered</u>	<u>Current Yr Exp</u>	<u>Prior Yr Exp</u>	<u>Allotment Budget</u>	<u>Available Cash</u>
12700										
	210									153,195.90
	21000	01	19	1,501,500.00	.00	90,169.98	812,292.71	454,007.25	145,030.06	
	21000	01	20	1,500,000.00	.00	100,225.43	1,049,014.31	.00	350,760.26	
				4,497,590.75		210,117.39	1,899,043.55	986,892.68	1,401,537.13	
	994									200.00
Business Unit Totals				11,942,326.58	10,104.48	509,961.84	3,770,581.80	4,755,970.14	2,895,708.32	1,829,042.76



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<u>Business</u>	<u>Unit</u>	<u>Class</u>	<u>Dept</u>	<u>Bud Ref</u>	<u>Allocations</u>	<u>Pre Encumbered</u>	<u>Encumbered</u>	<u>Current Yr Exp</u>	<u>Prior Yr Exp</u>	<u>Allotment Budget</u>	<u>Available Cash</u>
Grand Totals					11,942,326.58	10,104.48	509,961.84	3,770,581.80	4,755,970.14	2,895,708.32	1,829,042.76



State of Oklahoma
Office of State Finance
Summary of Receipts and Disbursements
From Business Unit 12700 To Business Unit 12700
For the Month of May, 2020

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BUSINESS UNIT 12700

CLASS 190

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			0.00	0.00				0.00	0.00
1-Jul	0.00	102,455.15	0.00	0.00	0.00	(199,255.00)	0.00	0.00	96,799.85
2-Aug	0.00	126,834.26	0.00	0.00	0.00	(199,255.00)	0.00	0.00	169,220.59
3-Sep	0.00	144,352.44	(686.77)	0.00	0.00	(199,255.00)	0.00	0.00	224,809.92
4-Oct	0.00	140,000.64	148.17	0.00	0.00	(199,255.00)	0.00	0.00	283,916.11
5-Nov	0.00	134,616.19	241.19	0.00	0.00	(199,255.00)	0.00	0.00	348,313.73
6-Dec	0.00	(236,026.37)	(8,501.80)	0.00	0.00	(199,255.00)	0.00	0.00	792,096.90
7-Jan	0.00	186,873.21	6.47	0.00	0.00	(199,255.00)	0.00	0.00	804,472.22
8-Feb	0.00	159,880.19	8,792.74	0.00	0.00	(199,255.00)	0.00	0.00	835,054.29
9-Mar	0.00	151,117.35	(9,229.25)	0.00	0.00	(199,255.00)	0.00	0.00	892,421.19
10-Apr	0.00	141,880.39	9,229.25	0.00	0.00	(199,255.00)	0.00	0.00	940,566.55
11-May	0.00	151,072.58	0.00	0.00	0.00	(199,255.00)	0.00	0.00	988,748.97
12-Jun	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	988,748.97
Column Totals:	0.00	1,203,056.03	0.00	0.00	0.00	(2,191,805.00)	0.00		
Current Ledger Balance:			0.00	0.00					

Class/Fund Balances:

<u>0.00</u>	<u>988,748.97</u>
Current Ledger Balance-Liabilities:	0.00

***Budgeted Cash Balance: 988,748.97**

*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.



State of Oklahoma
Office of State Finance
Summary of Receipts and Disbursements
From Business Unit 12700 To Business Unit 12700
For the Month of May, 2020

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BUSINESS UNIT 12700

CLASS 199

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			0.00	0.00				0.00	502,276.85
1-Jul	0.00	16,523.47	0.00	0.00	0.00	0.00	0.00	0.00	485,753.38
2-Aug	0.00	1,332.04	0.00	0.00	0.00	0.00	0.00	0.00	484,421.34
3-Sep	0.00	14,044.07	0.00	0.00	0.00	0.00	0.00	0.00	470,377.27
4-Oct	0.00	68,513.07	0.00	0.00	0.00	0.00	0.00	0.00	401,864.20
5-Nov	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	401,864.20
6-Dec	0.00	399,187.23	0.00	0.00	0.00	0.00	0.00	0.00	2,676.97
7-Jan	0.00	2,054.45	0.00	0.00	0.00	0.00	0.00	0.00	622.52
8-Feb	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	622.52
9-Mar	0.00	622.25	0.00	0.00	0.00	0.00	0.00	0.00	0.27
10-Apr	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.27
11-May	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.27
12-Jun	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.27
Column Totals:	0.00	502,276.58	0.00	0.00	0.00	0.00	0.00		
Current Ledger Balance:			0.00	0.00					

Class/Fund Balances:

	0.00	0.27
Current Ledger Balance-Liabilities:		0.00

***Budgeted Cash Balance: 0.27**

*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.



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Office of State Finance
Summary of Receipts and Disbursements
From Business Unit 12700 To Business Unit 12700
For the Month of May, 2020

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BUSINESS UNIT 12700

CLASS 200

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			(2,632.61)	0.00				0.00	766,947.39
1-Jul	(1,383.59)	26,944.89	2,158.17	0.00	0.00	0.00	0.00	0.00	739,227.92
2-Aug	(1,383.59)	9,075.44	474.44	0.00	0.00	0.00	0.00	0.00	731,061.63
3-Sep	(3,235.52)	44,186.14	(9,566.39)	0.00	0.00	0.00	0.00	0.00	699,677.40
4-Oct	(8,443.15)	(8,686.40)	9,343.95	0.00	0.00	0.00	0.00	0.00	707,463.00
5-Nov	(1,383.59)	44,605.55	(4,172.96)	0.00	0.00	0.00	0.00	0.00	668,414.00
6-Dec	(51,225.62)	37,985.54	4,279.90	0.00	0.00	0.00	0.00	0.00	677,374.18
7-Jan	(16,657.93)	(20,525.63)	(1,115.30)	0.00	0.00	0.00	0.00	0.00	715,673.04
8-Feb	(1,383.59)	(13,720.35)	1,230.80	0.00	0.00	0.00	0.00	0.00	729,546.18
9-Mar	(3,691.90)	20,027.06	(6,415.28)	0.00	0.00	0.00	0.00	0.00	719,626.30
10-Apr	0.00	9,450.78	5,415.28	0.00	0.00	0.00	0.00	0.00	704,760.24
11-May	0.00	16,862.62	1,000.00	0.00	0.00	0.00	0.00	0.00	686,897.62
Column Totals:	(88,788.48)	166,205.64	2,632.61	0.00	0.00	0.00	0.00		
Current Ledger Balance:			0.00	0.00					

Class/Fund Balances:

	0.00	686,897.62
Current Ledger Balance-Liabilities:		0.00

***Budgeted Cash Balance: 686,897.62**

*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.



State of Oklahoma
Office of State Finance
Summary of Receipts and Disbursements
From Business Unit 12700 To Business Unit 12700
For the Month of May, 2020

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BUSINESS UNIT 12700

CLASS 210

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			0.00	0.00				0.00	1,301,251.40
1-Jul	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,301,251.40
2-Aug	0.00	990,571.96	(147,197.00)	0.00	0.00	0.00	0.00	0.00	457,876.44
3-Sep	0.00	188,993.20	147,197.00	0.00	0.00	0.00	0.00	0.00	121,686.24
4-Oct	(167,207.91)	20,026.93	0.00	0.00	0.00	0.00	0.00	0.00	268,867.22
5-Nov	(20,026.93)	20,159.48	0.00	0.00	0.00	0.00	0.00	0.00	268,734.67
6-Dec	(730,709.72)	359,912.04	(359,912.04)	0.00	0.00	0.00	0.00	0.00	999,444.39
7-Jan	0.00	412,556.68	359,912.04	0.00	0.00	0.00	0.00	0.00	226,975.67
8-Feb	0.00	72,804.12	0.00	0.00	0.00	0.00	0.00	0.00	154,171.55
9-Mar	(251.40)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	154,422.95
10-Apr	0.00	1,227.05	0.00	0.00	0.00	0.00	0.00	0.00	153,195.90
11-May	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	153,195.90
Column Totals:	(918,195.96)	2,066,251.46	0.00	0.00	0.00	0.00	0.00		
Current Ledger Balance:			0.00	0.00					

Class/Fund Balances:

	0.00	153,195.90
Current Ledger Balance-Liabilities:		0.00

***Budgeted Cash Balance: 153,195.90**

*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.



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BUSINESS UNIT 12700

CLASS 994

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			0.00	0.00				0.00	0.01
1-Jul	0.00	0.00	0.00	0.00	(200.00)	0.00	0.00	0.00	200.01
2-Aug	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200.01
3-Sep	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200.01
4-Oct	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.00	200.00
5-Nov	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200.00
6-Dec	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200.00
7-Jan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200.00
8-Feb	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200.00
9-Mar	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200.00
10-Apr	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200.00
11-May	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200.00
12-Jun	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200.00
Column Totals:	0.00	0.00	0.00	0.00	(199.99)	0.00	0.00		
Current Ledger Balance:			0.00	0.00					

Class/Fund Balances:

<u>0.00</u>	<u>200.00</u>
Current Ledger Balance-Liabilities:	0.00

***Budgeted Cash Balance: 200.00**

*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.

Report Name: OCGL0059

Query Title: OCP_GL0059



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BUSINESS UNIT 12700
CLASS 79901

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			0.00	0.00				0.00	1,383.59
1-Jul	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,383.59
2-Aug	(1,851.93)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,235.52
3-Sep	(5,207.66)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8,443.18
4-Oct	(12,967.37)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	21,410.55
5-Nov	(760,524.79)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	781,935.34
6-Dec	764,077.41	1,200.00	0.00	0.00	0.00	0.00	0.00	0.00	16,657.93
7-Jan	15,274.34	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,383.59
8-Feb	(2,559.71)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,943.30
9-Mar	3,943.30	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
10-Apr	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
11-May	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
12-Jun	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
Column Totals:	183.59	1,200.00	0.00	0.00	0.00	0.00	0.00		
Current Ledger Balance:			0.00	0.00					

Class/Fund Balances:

	0.00	0.00
Current Ledger Balance-Liabilities:		0.00
*Budgeted Cash Balance:		0.00

*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.



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BUSINESS UNIT 12700

CLASS

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
Column Totals:	(1,006,800.85)	3,938,989.71	2,632.61	0.00	(199.99)	(2,191,805.00)	0.00		
Prior Year AP BU Balance:			(2,632.61)	0.00					
Current AP Business Unit Balance:			0.00	0.00					
Business Unit Balances:								0.00	1,829,042.76

Oklahoma Child Death Review Board 2020 Recommendations

In 1991 the Oklahoma legislature recognized the need for a multi-disciplinary review of how Oklahoma's children were dying and created the Child Death Review Act¹. Since that time, many professionals have convened and reviewed almost 7,400 cases of child deaths to collect statistical data and system failure information to develop recommendations to improve policies, procedures, and practices within and between the agencies that protect and serve the children of Oklahoma. The Child Death Review Board (CDRB) strongly believes that through the implementation of these recommendations, lives will be saved, families strengthened, and those agencies that serve to safeguard Oklahoma's children are supported in a manner that assists them in performing their duties.

The CDRB is promoting the following recommendations:

FISCAL (Legislative)

With regard to Oklahoma's fiscal outlook, there has not been an increase in financial appropriations for agencies that serve children and families and many agencies continue to struggle to fulfill their obligations. Rather than maintaining a flat budget, the Board recommends legislative leaders appropriately fund those agencies, and support programs to create a strong infrastructure that fosters healthy and thriving children and preserves families and safe communities.

LEGISLATION

The CDRB reviewed and closed 26 traffic related deaths in 2018, with 16 victims being in a vehicle (i.e. does not include pedestrian/ATV/dirt bike/boat deaths). Of these 16, only 4 (25.0%) were documented as utilizing a seat restraint.

- Expand the current seat restraint legislation to include backseat passengers between the ages of eight (8) and seventeen (17).
- Expand anti-texting legislation to only permit use of hands-free devices while operating a motor vehicle and the violation upgraded to a primary offense.

Additional legislative recommendations include:

- Require joint death investigations between law enforcement and child welfare for all unexpected (i.e., the cause was not obvious before investigation) child deaths.
- Conduct an interim study of preventable child deaths, including but not limited to drownings, traffic, unsafe sleep and firearms, including a financial assessment and analysis of economic impact on the state due to hospitalizations and lost earnings (due to family members staying with the child instead of working).

¹ O.S. 10-1150

POLICY

Hospitals

- All birthing facilities shall adopt a policy regarding in-house safe sleep practices and provide education on safe sleep after delivery but prior to discharge. The safe sleep education should be audited on at least a bi-annual basis. The education shall be based on the most recent American Academy of Pediatrics recommendations regarding safe sleep and include statistics on sleep related deaths, most importantly the dangers of co-sleeping.
- All birthing hospitals shall have a written policy to implement, with fidelity, the Period of *PURPLE*® Crying abusive head trauma prevention program.
- All medical facilities shall have a written policy to notify the OKDHS Child Welfare division of unexpected (i.e., cause of death not obvious before investigation) or implausibly explained child deaths.

Law Enforcement

- Adopt a policy to notify the OKDHS Child Welfare division of unexpected (i.e., cause of death not obvious before investigation) or implausibly explained child deaths.
- Ensure all child death investigations are conducted jointly with OKDHS/Child Welfare.
- Ensure that law enforcement has training on investigating child suicides and unexpected (i.e., cause of death not obvious before investigation) or implausibly explained child deaths.
- Expand suicide death investigations and documentation, to include medical, psychiatric, and social history (i.e., past history of attempts, medications, counseling, note of intent, social media, family history of attempts/deaths, stressors, relationship status, school performance, peer relations, sexual orientation and gender identity) in reports reviewed. The CDRB reviewed and closed 14 (10.9% of all cases reviewed and closed) cases of suicide and many did not collect this information.
- Adopt the Center for Disease Control and Prevention's Sudden Unexplained Infant Death Investigation (SUIDI) protocols, including scene recreation and use of photographs. The CDRB reviewed and closed 62 (47.0% of all cases) infant death cases in 2018; of these, 38 (61.3% of the infant deaths) had an Undetermined Manner of Death. The Board is of the opinion that, with the utilization of these protocols, a more definitive Manner of Death may be determined and prevention avenues may be identified. The Board reviewed and closed 21 cases (33.9% of the infant deaths) where law enforcement agencies had utilized, at a minimum, the SUIDI form for their collection of infant death information.
- Increase enforcement of child passenger safety laws, including appropriate seat restraint use. The CDRB reviewed and closed 26 traffic related deaths in 2018, with 16 victims being in a vehicle (i.e., does not include pedestrian/ATV/dirt bike/boat deaths). Of these 16, only 4 (25.0%) were documented as utilizing a seat restraint.

Office of the Chief Medical Examiner

- Adopt a written policy to notify the OKDHS Child Welfare division of unexpected (i.e., cause of death not obvious before investigation) or implausibly explained child deaths.

Oklahoma Administrative Office of the Courts

- Provide evidenced-based child fatality-related Continuing Legal Education at the annual judicial conference.

Oklahoma Board of Child Abuse Examination

- Assist in the training of Oklahoma's medical providers in all aspects of pediatric injury prevention, identification, and treatment, including but not limited to education on trauma-informed mental health, child maltreatment, safe sleep, suicide, and child fatality-associated issues.

Oklahoma Commission on Children and Youth

- Allocate funding to re-establish the Office of Planning and Coordination to assist with the facilitation of these recommendations.
- Increase the number of Full Time Equivalent (FTE) employees supporting the Oklahoma Child Death Review Board Program from two FTE to three FTE.

Oklahoma Department of Education

- Implement a policy requiring public, private or online schools to notify DHS when a child who is known to be receiving critical services through an Individualized Health Plan is withdrawn from school and there is a suspicion of neglect, so a plan for continuing services outside the education setting and the safety of the child can be established.

Oklahoma Department of Human Services

- Ensure all child death investigations are conducted jointly with law enforcement.
- Encourage training and utilization of the Centers for Disease Control and Prevention's SUIDI protocols for OKDHS child death investigations.
- Expand suicide death investigations and documentation, to include medical, psychiatric, and social history (i.e., past history of attempts, medications, counseling, note of intent, social media, family history of attempts/deaths, stressors, relationship status, school performance, peer relations, sexual orientation and gender identity) in reports reviewed. The CDRB reviewed and closed 14 (10.9% of all cases reviewed and closed) cases of suicide and many did not collect this information.
- Ensure all children in OKDHS custody receive timely child behavioral/mental health screenings to determine the need for trauma-informed, evidence-based behavioral/mental health assessment and treatment services.
- Ensure all children and families served by OKDHS programs have access to trauma-informed, evidence-based behavioral/mental health assessment and treatment services.

Oklahoma Department of Mental Health and Substance Abuse Services

- Ensure trauma-informed, evidence-based behavioral/mental health assessment and treatment resources are available for infants, children and adults across Oklahoma.

- Extend professional training and consultation in trauma-informed, evidence-based behavioral/mental health screening, assessment, and treatment for Oklahoma community mental health providers and professionals who serve infants and children.
- Increase substance abuse treatment availability across the state.
- Ensure programs specific to infant mental health are available across the state.

Oklahoma Health Care Authority

- Increase reimbursements to medical providers for child maltreatment assessments to appropriately reflect the time and effort required for these evaluations.

Oklahoma State Department of Health

- Ensure availability of maternal, child, and family health programs.
- Promote and make available safe sleep practice education in all areas of the state.

Director's Report
OCCY Commission Meeting
June 26, 2020

PERSONNEL

Fulltime Employee Changes:

The following new positions have been filled:

- Planning and Coordination Administrative Assistant: Ellen Lohrenz
- Public Information Officer: Rob Agnew
- Child Death Review Board Administrative Program Officer II: Elizabeth "Lizz" Kaup

Thank you to Commissioner Schneider, Chairman Charles, Commissioner Marseilles for assisting us with hiring and allowing us to fulfill our statutory requirements.

FINANCES

Routine Budget Monitoring: Monthly finance meetings with the Office of Management and Enterprise Services (OMES) and OCCY staff continue. ***Please see the attached report.***

State Fiscal Year 2021 Budget: I would like to thank Mark James and Megan Lisenbee as well as Brandy Bahm of OMES for putting together the proposed budget and presenting it to the Commission Finance Committee. We greatly appreciate Director Holt, Commissioner Fruendt, and Commissioner Marseilles for taking the time to listen and ask in depth questions about the proposed budget. Today, this vetted budget is presented to the full Commission for questioning and potential approval. ***Please see the attached handout. There will be a powerpoint presentation during the meeting.***

DIRECTOR'S HIGHLIGHTED ACTIVITIES

New Office Space: On May 29th, the OCCY moved to its new location (2915 N. Classen, Suite 300, Oklahoma City). The move occurred in one day thanks to professional movers, OMES, Cameron Building staff and most importantly, the coordinated efforts of OCCY staff Mark James, Amanda Jett, Cherra Taylor, and Ellen Lohrenz. While all staff packed up their office and department's items, these OCCY staff went above and beyond to assure that all of the pieces fell into place for a smooth transition. In addition, I want to thank Harold Jergenson and Rob Agnew for transporting/hauling furniture from the Oklahoma State Surplus Warehouse and other office handy work.

The office space that we have leased was designed for our needs and is one-third less than our office space at the Pasteur Building. We need less space because the staff of the Office of the Juvenile Systems Oversight (OJSO) and the Post Adjudication Review Board (PARB) voluntarily chose to permanently telework. This decision was made prior to the pandemic, but was

somewhat fortuitous. We have created communal space for teleworking staff to have desks and locked filing cabinets when they come into the office.

One of the greatest perks to the new location is being housed on the same floor as the Oklahoma Institute for Child Advocacy. We have begun weekly leadership meetings and share meeting space. We look forward to a reinforced partnership.

Teleworking and the Pandemic: While a portion of the OCCY staff had already planned to work from home, the pandemic caused most everyone to set up home offices in a matter of days. Because OCCY did not have many portable electronic devices such as laptops or tablets, most staff have been utilizing personal equipment and the state VPN system to access their work emails, files, and databases. Fortunately, the lease for OCCY desktop computers was slated to end in July and plans were underway to replace them all with laptops/tablets and docking stations. We thought we were ahead of the situation, but later found out that our order would be significantly delayed due to a rare winter tornado hitting a computer warehouse in North Carolina. Most staff are still waiting on their requested equipment.

For the beginning weeks of teleworking, agency leadership met daily. Those meetings have been reduced to twice a week, but continue to bring a rhythm and sense of normalcy to our workdays. Additional routine meetings have become part of our calendars such as more frequent Cabinet meetings and Joint Information Calls (interagency calls focused on the Covid response).

Like most agencies, in-person meetings and activities ceased. Meetings continue to be conducted on the virtual platforms Teams and GoTo. [OMES recently urged state agencies to not utilize ZOOM and to switch to WebEx for meetings that must comply with the Open Meetings Act. Prior to that announcement, we had explored services that were HIPAA compliant and considered very secure. In our opinion, the most user-friendly platform that met those requirements was GoTo. We signed a contract and later obtained a waiver from OMES to use GoTo instead of WebEx.]

At our Pasteur location, we had been planning to outfit our large and small conference room with audio-visual equipment. We believe that the expense will decrease travel time and costs for meeting/training attendees and increase participation. The new equipment would allow us to virtually conduct meetings and trainings across the state and even the nation. These plans continue with the new office space. Mark James has been securing new quotes and we hope to have the conference rooms furnished with av equipment and flexible seating soon.

OCCY is requiring masks in the common areas of the OCCY office. In addition, we are discouraging individuals from entering into co-worker's work space unless it is absolutely necessary – and then do so when wearing a mask. Hand sanitizing stations, something we had prior to the pandemic, are still placed inside our office entrances and heavily used.

Lastly, staff have been split into two teams. In general, the two teams work alternating days in the office. This practice is assuring that there are no more than ten individuals in the office at a time.

Covid-19 Related Special Projects: At the beginning of the State's pandemic response, I was asked by State COO John Budd to work with Lt. Governor Matt Pinnell on projects that would lift the spirits of Oklahoma during this crisis. Two such projects have been started:

- **The Oklahoma Standard Story Project** – a multi-agency endeavor, led by the Oklahoma Partnership for School Readiness and assisted by the University of Kansas - Center on Public Partnership and Research, to learn of citizens' challenges and successes during the pandemic. From the written stories, data dashboards are created that will inform state leadership about situations across the state. ***There will be a powerpoint presentation during the meeting.***
- **The Oklahoma Standard Food Pantry** – cabinet structures located in open spaces that can hold nonperishable food, household and hygiene items, as well as baby food, diapers and products. These pantries would be unmanned, available 24/7, and stocked by anyone. They would complement existing pantries run by organizations serve as a low-barrier alternative. Architect Brad Edmonds of GSB, Inc. designed plans for these welded, steel structures. Plans for securing funding for the pantries are underway.

○

Board of Child Abuse Examiners (BCAE): After several years of service, Dr. Sarah Passmore has chosen to step down as the Chief Child Abuse Examiner. We are ever so very grateful to her for serving in this capacity. The Chief Medical Examiner is charged with serving on the Board of Child Abuse Examiners in addition to other duties assigned in the contract including case reviews for the OJSO. OCCY will be selecting a new Child Abuse Examiner and will take this time to work with the BCAE members to determine what adjustments should be made to best utilize their skill sets and assure that their efforts are most effective.

OCCY PROGRAM HIGHLIGHTS:

Child Death Review Board - CDRB (Lisa Rhoades)

Sunset Legislation: The Oklahoma Legislature extended the viability of the CDRB this year and did not sunset the activities. Like all statutorily created, potentially sunset entities though, CDRB was only extended for one year. It is our understanding the legislature is wanting all activities on the same schedule and plans to review each of them for merit.

CDRB Recommendations: The State CDRB developed their State Fiscal Year 2021 Recommendations last month. ***Please see the attached document.*** Please consider sharing them with your agencies and partners. We will formally bring these recommendations before the Commission at our September meeting for your consideration and support for potential policy and statute changes or creation.

Virtual Meetings: Lastly, I want to thank CDRB staff, Lisa Rhoades and newly hired Lizz Kaup, for adapting the CDRB process so that members could meet virtually. It was a tremendous lift to for them to organize paper and electronic records and make them accessible, yet secure, for members' review.

Post Adjudication Review Board – PARB (Keith Pirtle)

Virtual Meetings: Like many Courthouse and paper-driven activities, some PARBs were not able to conduct business. However, thanks to PARB staff, Oklahoma and Tulsa County PARBs have continued their regularly scheduled meetings because they were able to pull records from Online Case Information System and share it with members through the secured "Box" system.

Trainings: In addition, Keith Pirtle began weekly, virtual, relevant trainings for PARB members. These trainings were provided by a wide range of local subject matter experts. Subject matters included:

- New Member Training
- The Court Improvement Program and the OKDHS Joint Project
- The Oklahoma County Mental Health PARB
- PARB Chair Basics
- OKDHS Child Welfare Vision and True North Goals
- Enhanced Foster Care
- Foster Care and Adoption in Oklahoma
- Beyond the Bruises: The Role of Coercive Control in the Entrapment of Victim of Intimate Partner Violence
- Early Settlement Child Permanency Mediation Program

Kudos to Mr. Pirtle for quickly organizing these events and collaborating with such a wonderful group of professionals.

Freestanding Multidisciplinary Teams – FSMDT (Jimmy Widdifield, Jr.)

Virtual Meetings: Jimmy Widdifield pivoted quickly to reschedule trainings or change their format to virtual. In addition, he continued to reach out to FSMDTs by phone and virtual meetings to stay abreast of any issues in the child welfare system and to check in on Coordinators' well-being.

Training Credit: Thanks to Mr. Widdifield, OCCY trainings will now offer Continuing Education Units for Licensed Clinical Social Workers, attorneys, law enforcement, and Licensed Family and Marital Therapists. He is working towards the ability to provide credit to victim witness coordinators and drug & alcohol counselors.

In addition, Mr. Widdifield, a Licensed Professional Counselor, provides weekly guided meditation sessions for OCCY partners as well as OCCY staff. These sessions have been a tremendous benefit to those that participate and we hope to continue to incorporate our mindfulness activities in our work week well beyond the pandemic.

Children's Justice Act Grant: Training – (Jimmy Widdifield, Jr.)

Child Abuse and Neglect, and Mandated Reporting in Oklahoma

Presenter: Patricia Gardner, JD, OU Center on Child Abuse and Neglect

- Date: January 15, 2020 **COMPLETED**
Location: Ray of Hope Child Advocacy Center in Bartlesville, OK
- Date: February 5, 2020 **RESCHEDULED; combined with webinar; COMPLETED on 05/12/20**
Location: Kiamichi Technology Center in McAlester, OK
- Date: March 11, 2020 **COMPLETED**
Location: Great Plains Technology Center in Lawton, OK
- Date: April 8, 2020 **RESCHEDULED; changed to webinar format; COMPLETED**
Location: High Plains Technology Center in Woodward, OK

Practical Child Abuse Investigations

Presenter: Douglas Parker, Inspector with the Oklahoma City Police Department, Crimes Against Children Unit

Date: January 16, 2020 **COMPLETED**

Location: Oklahoma Sheriffs' Association in Edmond, OK

Child Human Trafficking

Presenter: Michael Snowden, Oklahoma Bureau of Narcotics

Date: February 19, 2020, AM and PM classes **CANCELLED BY TRAINER**

Location: Canadian Valley Technology Center in Chickasha, OK

Child Abuse Thru the Lens

Presenter: Cynthia Sanford, MS, ARNP, CPNP, SANE, CAME, MD

- Date: February 20, 2020 **COMPLETED**
Location: Stigler Vo-Tech Center in Stigler, OK
- Date: March 26, 2020 **CANCELLED**
Location: Holdenville High School Centennial Center in Holdenville, OK

An Empirically-Based Approach to Prosecuting Juvenile Sex Crimes

Presenter: Paul Stern, JD

Date: February 26, 2020 **COMPLETED**

Location: Embassy Suites in Norman, OK

Ethical Issues to Consider When Providing Services to Children and Youth with Problematic Sexual Behavior, Panel Pt. 1 & 2

Presenter: Paul Stern, JD

Date: February 26, 2020 **COMPLETED**

Location: Embassy Suites in Norman, OK

Child Sexual Abuse and Exploitation

Presenter: Roger Canaff, JD, Justice 3D

Date: March 3, 2020 **COMPLETED**

Location: Oklahoma State University – Oklahoma City Campus in Oklahoma City, OK

Witness or Victim? Children and Intimate Partner Violence

Presenters: Raymond Goins and Ronnie Johnson, Purple Badge Consulting

- Date: March 24, 2020 **CANCELLED; PANDEMIC (attempting reschedule for FY21)**

Location: Canadian Valley Technology Center in Chickasha, OK

- Date: April 16, 2020 **CANCELLED; PANDEMIC (attempting reschedule for FY21)**

Location: Kiamichi Technology Center in McAlester, OK

Sex Offenders: Understanding and Responding to Sexual Crimes

Presenter: Cory Jewel Jensen, CBI Consulting

Date: March 27, 2020 **RESCHEDULED; PANDEMIC (rescheduled spring 2021, in person)**

Location: Northeastern State University in Broken Arrow, OK

Assessing Child Maltreatment in Multicultural Populations

Presenter: Dr. Walter Lambert, MD, University of Miami, Child Protection Unit

- Date: April 22, 2020 **RESCHEDULED; PANDEMIC (rescheduled fall 2021, in-person though tentatively changing to webinar)**

Location: High Plains Technology Center in Woodward, OK

- Date: April 23, 2020 **CANCELLED; PANDEMIC (combined with above event)**

Location: Pittsburg County Health Department in McAlester, OK

- Date: April 24, 2020 **CANCELLED; PANDEMIC (combined with above event)**

Location: Metro Technology Center in Oklahoma City, OK

The Science of Hope

Presenter: Chan Hellman, Ph.D.

- Date: May 5, 2020 **COMPLETED**

Location: Webinar

- Date: May 7, 2020 **COMPLETED**

Location: Webinar

HOPE Rising: How the Science of HOPE Can Change Your Life

Presenter: Chan Hellman, Ph.D.

Date: May 8, 2020 **COMPLETED**

Location: Webinar

The Physical Effects of Child Abuse

Presenter: Christopher Greeley, MD

Date: May 13, 2020 **RESCHEDULED; PANDEMIC (12/07/20, in-person)**

Location: Oklahoma State University OKC in Oklahoma City, OK

Drug Endangered Children

Presenter: Mitch Brown

Date: May 19, 2020 **RESCHEDULED; PANDEMIC (autumn FY21, webinar)**

Location: Oklahoma Department of Transportation Training Center in Oklahoma City, OK

Office of Juvenile Systems Oversight (Harold Jergenson, Tina Pendergraft and Mark James)

	New Complaints	Closed Cases	Death/Near Death Reports Published	Facility Complaint Visits	Facility Oversight Visits	Facility Public Reports
July	27	25	--	2	0	
August	22	11	--	5	0	
September	27	41	--	0	0	
October	23	26	--	4	0	
November	27	18	2	0*	0*	
December	36	16	3	0*	4*	
January	32	34	0	3	0	0**
February	28	30	0	1	0	1
March	28	21	0	0	1	0
April	35	149	0	0	0	0
May	25	107	0	0	0	1
TOTAL	310	478	5	15	5	4

**Beginning in November, this number represents the number of facilities visited. Previously, this number represented the number of days spent investigating a facility(ies). All of these numbers will be corrected so that the meaning is consistent in the next Director's Report.*

***Began reporting this measure in January 2020.*

Foster Care Complaints (Tina Pendergraft and Mark James)

	# of Youth Complaints		# of Foster Parent Complaints
July	15		14
August	14		37
September	15		32
October	17		63
November	9		23
December	16		32
January	37		15
February	27		19
March	26		19
April	22		4
May	24		20
TOTAL	222		278

Juvenile Competency Evaluation Program (Mark James)

	# of Referrals	Competent	Not Competent	Pending Completion
July	2	1	1	0
August	1	0	1	0
September	5	3	2	0
October	2	0	2	0
November	1	1	0	0
December	1	0	0	1
January	7	3	4	0
February	5	3	2	0
March	3	0	3	0
April	0	0	0	0
May	1	0	0	1*
TOTAL	28	11	15	2

*Case was dismissed.



Proposed FY21 Budget

Proposed FY21 Budget	Administration	Office of Juvenile System Oversight	Children's Endowment Fund	Office of Planning and Coordination	Post Adjudication Review Board	Freestanding Multidisciplinary Teams	Children's Justice Act Grant - CASA	Children of Incarcerated Parents	Juvenile Competency Evaluation	Board of Child Abuse Examination	Child Death Review Board	ISD	
	7 FTE	7.5 FTE 999 empl.	999 empl.	2 FTE	2 FTE	2.5	0 FTE	0 FTE	0 FTE	0 FTE	2 FTE	0 FTE	
Payroll Expense	580,918	664,207	41,680	154,526	150,390	211,273	0	0	0	0	168,137	0	1,971,131
Professional Services	106,934	101,200	50,000	35,000	51,000	292,000	5,500	10,000	50,000	100,000	0	227,077	1,028,711
Total Personal Services	687,852	765,407	91,680	189,526	201,390	503,273	5,500	10,000	50,000	100,000	168,137	227,077	2,999,842
Travel Reimbursements	17,946	9,000	0	6,300	24,027	4,800	0	0	0	450	4,000	0	66,523
Travel Direct Purchase	12,190	10,787	0	20,810	3,000	63,310	0	0	0	0	1,656	0	111,753
Misc. Administrative Expenses	15,475	0	0	0	500	2,500	0	0	0	0	0	24,824	43,299
Rent Expense	95,924	2,700	0	5,500	0	9,500	0	0	0	0	0	46,268	159,892
Maintenance & Repair Expense	0	0	0	0	0	0	0	0	0	0	0	5,700	5,700
Specialized Supplies & Mat'ls. Exp.	1,550	1,100	0	0	0	0	0	0	0	0	0	0	2,650
Production, Safety & Security Exp.	500	0	0	0	0	0	0	0	0	0	0	0	500
General Operating Expenses	6,800	0	0	0	0	1,200	0	0	0	0	0	100	8,100
Office Furniture and Equipment	23,000	4,800	0	4,000	1,200	2,000	0	0	0	0	1,200	24,022	60,222
Program Reimbursements, Litigation Cost	0	0	0	25,000	24,000	922,600	0	55,000	0	0	0	0	1,026,600
Total Other Expense	173,385	28,387	0	61,610	52,727	1,005,910	0	55,000	0	450	6,856	100,914	1,485,239
Division/Unit Totals	861,237	793,794	91,680	251,136	254,117	1,509,183	5,500	65,000	50,000	100,450	174,993	327,991	4,485,081
State Appropriations	782,516	664,207	41,680	184,220	150,390	211,273	0	0	0	0	168,137	92,991	2,295,414
Non-Appropriations (CJA grant, Title IV-E)	78,721	129,587	50,000	66,916	103,727	362,600	5,500	65,000	50,000	100,450	6,856	235,000	1,254,357
CAMTA	0	0	0	0	0	935,310	0	0	0	0	0	0	935,310
Total - Appropriations and Carryover	861,237	793,794	91,680	251,136	254,117	1,509,183	5,500	65,000	50,000	100,450	174,993	327,991	4,485,081



OKLAHOMA STATE DEPARTMENT OF EDUCATION

RETURN TO LEARN OKLAHOMA

A Framework for Reopening Schools



OKLAHOMA
Education





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MESSAGE FROM THE STATE SUPERINTENDENT

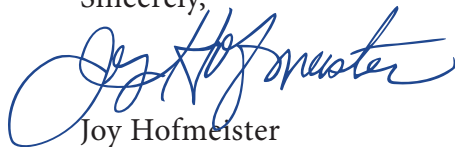
Thank you for your unflagging commitment, hard work and dedication to students in the midst of challenges that would have seemed unimaginable before COVID-19 impacted Oklahoma. Your swift pivot from conducting school as usual to providing distance learning opportunities in every corner of the state has been an inspiration. Now is the time for us to work together to determine how to “return to learn” for more than 700,000 Oklahoma students in a way that best meets your local context.

Every summer, we confront the so-called “summer slide,” and educators plan ways to quickly review the previous year’s learning after school resumes in the fall. As we prepare for the coming school year, we face a twofold learning loss – the summer slide has been compounded by a strikingly unconventional ending to the spring term.

Return to Learn Oklahoma: A Framework for Reopening Schools is a compendium of factors for individual districts to consider as they determine how to begin the school year with a focus on learning **and** the safety and ongoing health of students, staff and families. It is not necessary to act on every consideration in this comprehensive framework. Rather, in keeping with the guidance we have received from the U.S. Centers for Disease Control and Prevention (CDC) and Oklahoma health officials, districts should take a layered approach to COVID-19 mitigation, adopting those policies and practices that are feasible, practical and acceptable within their school community.

As always, we welcome your feedback and value your ongoing collaboration.

Sincerely,



Joy Hofmeister





INTRODUCTION

Planning for and starting the 2020-21 school year will be far different than the start of any school year in the past. The upcoming school year is likely to include short-term disruptions to instruction in response to COVID-19. As a result, it is imperative that schools now consider adjustments and plan contingencies for day-to-day operations so that any short-term (or longer) disruptions are minimized while ensuring adherence to public health guidance.

This document provides a framework with considerations that district and school leaders can utilize as they plan for the 2020-21 school year. **Plans inform decision-making, but the most effective planning is subject to change as new information becomes available.** As the nation and world learn more about COVID-19 and the many issues surrounding it, this guidance and the planning of districts are expected to evolve throughout the summer.



TIMELINE: COVID-19-RELATED EVENTS IN OKLAHOMA EDUCATION

March 15, 2020

Oklahoma Governor Kevin Stitt declares a state of emergency in response to the impending threat of COVID-19 to the peace, health and safety of the people of Oklahoma.

March 16, 2020

State Superintendent of Public Instruction Joy Hofmeister, who also chairs the State Board of Education, recommends the temporary cessation of all operations and activities in accredited Oklahoma public schools.

March 16, 2020

Convening in an emergency meeting, the State Board of Education votes to order the temporary cessation of all operations and activities in accredited Oklahoma public schools, effective immediately and through April 5, 2020.

March 20, 2020

State Superintendent Joy Hofmeister applies to the U.S. Department of Education for a waiver of all state assessments and accountability requirements under the Every Student Succeeds Act for the 2019-20 school year. The waiver request is preliminarily approved March 21, with formal approval on March 30.

March 25, 2020

The State Board of Education convenes a special meeting, voting to grant no fewer than 13 statutory and administrative rule waivers to schools contingent upon each district providing assurances and implementing a distance-learning plan for the remainder of the 2019-20 school year (ending no earlier than May 8, 2020). As part of the State Board's vote, school buildings and operations are closed for general student and personnel attendance, with the exception of staff deemed essential for continuing services, through the remainder of the 2019-20 academic year.

March 26, 2020

The Oklahoma Secondary Schools Activities Association cancels the remainder of the 2019-20 sports season and subsequent championships.

April 6, 2020

Under the State Board's March 25 order, districts across the state begin implementing distance-learning plans for Oklahoma's more than 700,000 public school students.



April 6, 2020

State Superintendent Joy Hofmeister applies to the U.S. Department of Education for waivers of certain requirements with regard to federal funding as authorized under the Coronavirus Aid, Relief and Economic Security (CARES) Act. Included in the requests are flexibilities to allow schools to repurpose existing K-12 education funds for technology infrastructure and teacher training on distance learning, and to move existing resources to areas of highest need during the national emergency. Oklahoma receives approval the following day to begin implementation of the requested waiver(s), with formal approval arriving on April 22, 2020.

April 22, 2020

The Oklahoma State Department of Education (OSDE) announces more than 1.7 million meals had been served over a nine-day period in March across the state to school-aged children through Oklahoma's child nutrition programs.

May 1, 2020

Under Governor Stitt's [Open Up and Recover Safely \(OURS\) plan](#), Oklahoma slowly begins to resume normal activities across the state in [Phase 1](#).

May 8-15, 2020

Districts conclude distance learning for students and begin planning for summer activities and the 2020-21 school year.

May 11, 2020

The Oklahoma State Department of Education opens the application process for nearly \$145 million in COVID-19 relief funding to districts through the CARES Act.

May 15, 2020

Oklahoma's data supports the state entering the next stage of the OURS plan. In [Phase 2](#), districts are officially able to allow limited access to school buildings for students and staff as necessary to conclude the school year. Districts begin to host in-person graduation ceremonies under strict social distancing guidelines.

May 28, 2020

The State Board of Education votes in a special meeting to permit Saturdays as an instructional day that count toward a school's statutorily required 1,080 hours of instruction. The waiver provides districts flexibility with contingency planning in the event of extraordinary circumstances due to COVID-19 during the 2020-21 school year.

June 1, 2020

Oklahoma enters [Phase 3](#) of the OURS plan incrementally reopening the state's economy. Under this phase, summer camps at schools and churches can open, provided they follow safety guidelines established by the CDC. Businesses may have unrestricted staffing levels.



RETURN TO LEARN OKLAHOMA: A FRAMEWORK FOR REOPENING SCHOOLS

This framework is organized into four categories essential to planning for the 2020-21 school year, with specific actions and considerations in each category. In general, the categories are intended to facilitate communication and planning to meet the challenges of the 2020-21 school year, ensuring stakeholders and school districts understand how to support operations to produce the best outcomes for all, including community health considerations and conditions for learning.

The categories are:

- **School Operations**
Integrating public health strategies for the prevention of COVID-19 into schools
- **Academics & Growth**
Ensuring continuity of learning; preparing for distance-learning options
- **Whole Child & Family Supports**
Supporting the whole child, including social and emotional wellness
- **School Personnel**
Supports for school personnel as they navigate new and emerging challenges



School Operations



SCHOOL OPERATIONS

School operations is a broad category that encompasses every program, protocol and policy that shapes a school and its culture. As a result of the myriad operational adjustments necessitated by COVID-19, and in keeping with the most up-to-date information on spread of the virus, this section includes considerations for districts in the following categories: management and communication, public health protocols, environmental factors and mitigation strategies, calendars and schedules, the school day and school meals.

Management & Communication

Having a structure in place to support decision-making, and communicating those decisions, is essential to districts successfully managing the changing COVID-19 situation. The following considerations can help ensure districts are well-prepared for the 2020-21 school year.

Establish a district leadership team

Convene a team of representatives from across the district to support planning and key decision-making. It is imperative that the district leadership team reflect the diversity of the community it serves. Diligent efforts should be made to include people of different backgrounds to ensure the success of the team. Diverse representation may include those of different abilities, ages, genders, races/ethnicities and socio-economic statuses and fold in student, family and community voices. The group's feedback can be crucial to: 1) understand the needs of the district as informed by the experience of the 2019-20 school year; 2) utilize data and evidence to make decisions; 3) ensure all in the district are using common language and metrics for success; and 4) ensure unified communication, support and messaging throughout the district.

Consider including the following members in a district leadership team:

- District superintendent
- School board member
- Associate/assistant superintendent
- Representatives of subject areas/team leads (e.g., special education, English learners early childhood, counseling, etc.)
- School nurse
- Health and safety officials (i.e., safe school committees)
- Family members of students
- Community representatives

This team can be consulted to:

- Develop communication protocols with staff and families
- Adopt health and safety protocols, including coordination in the event of closures or disruptions to learning



- Determine policies to be reviewed or adopted
- Advise on school calendar options for the 2020-21 school year
- Determine instructional models and plans that support students and families
- Review district information technology (IT) and connectivity plans for student access to curriculum for continuous learning

Develop and implement a family and community communication plan

Regular and frequent communication with families and community was essential during distance learning in spring 2020. With this in mind, districts and schools should develop a communications plan that builds on that momentum to provide families the opportunity to engage in meaningful two-way communication moving forward.

Communication should continue throughout the summer and into next school year and include updates on reopening plans, how families can engage in the process and information on the health and safety of staff, students and the school community. Districts and schools should consider which communication channels (i.e., text message, phone calls, online portals, websites and email alerts) have been most effective in reaching families and others outside the school and district. Whatever channels are used, they should provide the opportunity for families to offer feedback or share their thoughts and questions on proposed plans. A current [national survey on distance learning](#) completed by Learning Heroes revealed that families are open to engagement and partnership and identified text messages and phone calls as the most effective communication channels.

Communication should be clear and consistent to eliminate confusion. Regular check-ins with the school community should be conducted to make sure everyone understands how the school will communicate criteria for heightened health and safety precautions and the instructional response that will follow. All plans should consider the audience, including potential communication barriers (i.e., language, accessibility). Optimally, schools will work now to identify families who were disengaged during the school year and/or distance learning and refocus efforts on how to engage with them.

Take steps now to make sure contact information is updated and in a format that can be used quickly. Be sure to consider communication with:

- School board members
- Staff (certified and support)
- Students, families, volunteers and community members
- The Oklahoma State Department of Education (OSDE)
- The Oklahoma State Department of Health (OSDH) and local health officials

The following are areas for consideration:

- Draft communication for potential scenarios that may impact school operations in response to coronavirus (e.g., staff members or students within a school have tested positive for COVID-19; school closure required due to response to COVID-19).



- Display and share reopening plans, and include any significant modifications to schedules, classes, transportation or other operations.
- Consider a centralized phone number, email or website dedicated to questions or concerns about COVID-19 and related issues.
- Consider holding back-to-school forums to share school and district safety practices and protocols with families and the community prior to school opening. Encourage families to attend virtually if possible, while still allowing those without access to come in person.
- Identify and leverage community resources to meet the physical and mental health needs of students (e.g., school supplies, food and nutrition, mental health supports). The importance of every student having a connection to a caring adult cannot be overstated.

Public Health Protocols

Districts considering plans for reopening should consult key guidance documents from federal, state and local entities, including [the U.S. Centers for Disease Control and Prevention \(CDC\) Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening Up American Again guidelines](#), school decision guidance from the CDC (as [updated](#)), Governor Stitt's Executive Orders, his [Open Up Safely and Recover Safely \(OURS\) Plan](#) and the [OSDE's COVID-19 Frequently Asked Questions](#).

The OSDE has developed this framework to assist districts in planning to reopen schools in fall 2020 while prioritizing the health and safety of Oklahoma students, staff and families. These considerations are not intended to replace a district's emergency or crisis safety plan and are not an exhaustive list of the health and safety needs to be considered.

Districts should adopt policies that set health protocols for building entry/access, group sizes, social distancing, screening and monitoring symptoms, what to do if a student or staff member tests positive and re-entry following mandatory quarantine or isolation. In all policies, it is important to emphasize that protocols and procedures are subject to revision as new information about COVID-19 becomes known.

Districts are encouraged to view the protocols in this framework as stackable – the more of them that are adopted, the safer the environment – and choose those that will work best for their particular school setting and layout to mitigate risk.

Adopt policies for screening staff, students and visitors prior to entry

School districts generally have the right to control and restrict access to campuses as specified in school and local school board policies. How to do so while maintaining a culture that values family and community engagement is a delicate balance that will require well-communicated screening policies. This policy should be shared broadly with the school community, emphasizing to families and staff the importance of self-screening before coming to school and stating that those with symptoms will not be allowed on campus until completion of the district criteria for re-entry.



Existing law provides that anyone with a communicable disease is prohibited from attending a private or public school, and Oklahoma State Department of Health rules acknowledge that an important part of a school health program is the prevention and control of communicable diseases. It is the duty of the parent or guardian, and the school, to exclude such person until the period of isolation or quarantine ordered for the case expires, or until permission has been given by local health officers. *See* 63 O.S. § 1-507.

Districts should consider adopting a screening policy for anyone who enters a school facility or vehicle, to include taking temperatures, asking health-related questions and, if necessary, isolating those with COVID-19 symptoms. It is important to note that the CDC **does not** recommend requiring students or staff to be tested for COVID-19 or its antibodies before entering a school. The COVID-19 test itself only reflects positive or negative for the virus at a given point in time. Additionally, antibody tests are not yet readily available, nor are they proven to indicate long-term protection against reinfection from the virus or its mutations.

Current CDC guidelines recommend screening students and employees for symptoms and history of exposure, but there are no specific requirements for **how** this must be done. Many hospitals and businesses have instituted a required questionnaire that must be answered each day prior to entering a facility. Health officials recommend including the following symptoms of possible COVID-19 in any questionnaire:

- Cough
- Shortness of breath or difficulty breathing
- Chills or repeated shaking with chills
- Loss of taste or smell
- Fever or a measured temperature greater than or equal to 100 degrees Fahrenheit
- Known close contact with a person who is lab confirmed to have COVID-19 if exposure to the active confirmed case occurred within the last 14 days

Districts may also consider a screening policy that allows for self-screening at home. This might mean, for example, that a parent takes a child's temperature before school and then certifies that the child did not have a temperature at or above 100 degrees Fahrenheit. For families unable to complete self-screening, the school could take the student's temperature upon arrival or boarding a bus. This approach may reduce long lines to enter school.

Policies should stipulate that individuals exhibiting symptoms of coronavirus without other explanation should be prohibited from coming to school or sent home if exhibiting symptoms at school. For further information relating to individuals demonstrating symptoms, positive cases and re-entry to school premises, see additional sections below.

Policies should reflect a commitment to safe and respectful screenings in accordance with applicable privacy laws and regulations. Generally, federal law limits allowable medical inquiries, but given the nature of the pandemic, federal agencies are allowing additional leeway. As part of its health assessment and monitoring protocol, schools are encouraged to seek independent legal advice in



writing and implementing screening practices and protocols. Helpful resources include [health information-sharing regulations](#) for COVID-19 and the OSDE's [FAQs](#) relating to the Family Educational Rights and Privacy Act (FERPA) and sharing of information. Screening methods are outlined in the CDC's [supplemental guidance](#) for child care programs and in its [guidance](#) to businesses.

Adopt policies for social distancing and gatherings

The more people interact with others, and the longer the duration of that interaction, the higher the risk of COVID-19 spread. Students and staff are at highest risk when schools operate in traditional settings with full class sizes and in-person instructional activities and events. While there is clearly a significantly reduced risk of spread with virtual instruction, activities and events, this may not be a feasible option or appropriate for all students.

When resuming in-person instruction in school buildings, schools should generally consider ways to keep individuals apart. When in groups, individuals should be separated by at least six feet whenever possible. The CDC indicates the risk of virus transmission can be reduced by keeping cohorts of students together and not intermixing groups, although this option might be less feasible for secondary students. More information on these topics is in the School Day subsection of this section.

Additionally, schools should be prepared to close common areas where staff may gather or require staff to wear masks if the space does not allow for appropriate social distancing. For areas like cafeterias, auditoriums, gymnasiums and playgrounds, schools should consider dividing students into groups small enough to maintain social distancing and mark appropriate distancing with tape to help students know where to sit or stand.

Develop a plan in the event that a positive case, or suspected case, is identified in the school

Districts must be prepared for the possibility that a student or staff member will test positive for COVID-19 and consult the CDC's [Considerations for Schools: Preparing for When Someone Gets Sick](#) document. It is also advisable to ensure staff and families know what to do if they are exposed to COVID-19 or test positive for the virus. Schools should consider designating a specific staff member, such as a school nurse, to be the person responsible for responding to COVID-19 concerns and share that point of contact with staff and families.

Contact information for the Oklahoma State Department of Health and the local health department should be readily available, and all staff should understand steps to take if a case is identified in the school community. Additionally, districts should be prepared to work with health officials on [contact tracing](#) for individuals who test positive and have been in the school.

If a staff member or student **answers yes** to one or more of the screening questions or **begins exhibiting symptoms** of COVID-19 during the school day, they should be isolated, sent home immediately and encouraged to be tested. These individuals should not return until they have met CDC's [criteria for being around others](#). Anyone who is considered high risk or vulnerable should discuss when re-entry is recommended with their healthcare provider.

Utilize RAVE Panic Button

Districts should consider utilizing communication technology like the [RAVE mobile safety panic button](#). This tool is available to every public school district in Oklahoma *at no cost*. RAVE provides one-touch communication within schools, between campuses, among key employees and 911 and first responders as needed.

If a staff member or student has *known close contact* with an individual who has tested positive (e.g., someone in their household), they should stay home, [self-monitor for symptoms](#) and be tested. The individual should not return to the school until they have been tested and/or have completed a 14-day quarantine period.

If a staff member or student *tests positive*, schools should follow these steps:

- Immediately isolate the individual if they are at school. Send the ill staff member home and call families to pick up sick children as quickly as possible. Plan now for a room or area where an individual can be isolated if they cannot immediately leave the premises.
- School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people.
- Establish procedures for safely transporting anyone with severe symptoms from COVID-19 to a healthcare facility in case of an emergency. If calling an ambulance or taking someone to the hospital, try to call ahead to alert hospital staff that the person may have COVID-19.
- Contact the local county health department *first* to report the case. If you have trouble reaching someone, phone the Oklahoma State Department of Health on-call epidemiologist at (405) 271-4060.
- Identify and close areas of the school building where the individual spent more than 30 minutes. Wait for at least 24 hours, or as long as possible, before staff disinfect the area with [approved cleaners](#) in accordance with CDC and Oklahoma State Department of Health guidelines.
- Work with health officials to determine if school closure is warranted and for additional measures the school must take to contain exposure.

Create a tiered response for potential school closures

Districts should develop protocols for closure scenarios that may be needed based on local spread of COVID-19, which include short-term closures of a few days, mid-term closures of a few weeks and longer-term closures. In a similar context, districts may wish to make tiered [preparations](#) for when there is no community transmission in the area, minimal-to-moderate transmission in the area, and substantial community transmission in the area. Districts should consider the following decision points:



- Define who will make these determinations and how the decision-making process will happen. Leverage plans already in place. Draw on operational logistics already mapped out in school closure plans for emergency operations and summer closures. Local teams have invested in these plans over time, and leveraging them now provides districts and schools with familiar protocols.
- Establish a site list of closures and ongoing operations. Determine which sites will remain open and for what purpose. For sites remaining open, state which ongoing operations will be needed at the school (e.g., meal service, custodial support, etc.) and who is expected to be on-site to provide them (e.g., nutrition staff, families for meal pickup, etc.).
- Set protocols for staff and sites. Establish what access is permitted, for whom, when and under what protocols. This procedure should consider all staff – including administrators, teachers, nurses and support staff – and what they may need from the building. Identify site leads and plan regular briefings to the central office team.
- If schools are forced to close and move to distance learning, consider the following:
 - Allow teachers to, in limited numbers, go into the classroom for video instruction, perform administrative duties and/or clean out their classrooms.
 - Allow teachers and staff, where possible, to continue to work remotely; if they are unable to do so, they should follow parameters outlined in guidance.
 - Stagger any authorized entry to campus to enable social distancing.

Environmental Factors & Mitigation Strategies

The OSDE offers the considerations listed in this section to help protect students, staff and visitors while on school property. School districts are best suited to determine, in collaboration with state and local health officials, whether and how to implement mitigation techniques in conjunction with environmental factors. These considerations should be led by what is feasible, practical, acceptable and tailored to the needs of each community. They are not, however, meant to replace state, local, territorial or tribal health and safety laws, rules and/or regulations with which schools must comply.

Determine district use of personal protective equipment (PPE) and how to secure it

Personal protective equipment (PPE) typically refers to medical-grade items such as masks and gloves used by healthcare workers to protect themselves, patients and others while providing care. In the wake of the coronavirus pandemic, however, PPE is also needed by members of the public. The Oklahoma Department of Commerce maintains a [directory of companies](#) that have PPE available for purchase.

The CDC recommends the use of masks or cloth face coverings in many contexts. Schools should, to the extent possible, promote and reinforce the use of masks or face coverings for staff and students.

Face coverings are particularly important when social distancing is difficult to accomplish, as it may be in some school settings. Although a face mask offers only limited protection for the individual



wearing it, it does help prevent the spread of viral particles from asymptomatic individuals who do not know they have coronavirus. The CDC offers [guidance for face coverings](#), including how to make, wash and use them safely.

The following are additional considerations for using face masks appropriately:

- Common household materials used as masks can be effective in helping prevent the spread of COVID-19. Encourage employees to make or buy their own reusable face masks, or work with community volunteers to provide them to staff and students.
- Face coverings lose their purpose when the individual adjusts or otherwise touches the masks with their hands. As such, this may not be a viable option for elementary students and may be more appropriate for middle and high school students.
- Provide training on when use of PPE is necessary, how to apply and remove PPE safely, and how to properly dispose of or clean it.
- Be aware that hearing-impaired students may rely on lip-reading and be at a learning disadvantage if their teacher wears a mask.
- Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, is unconscious or otherwise unable to remove the mask without assistance.
- Recommended cloth face coverings are not N-95 masks. Those critical supplies should be reserved for healthcare workers and other first responders, as recommended by CDC guidance.
- Districts also should ensure they have sufficient supplies of other items necessary for mitigation efforts, such as hand sanitizer (at least 60% alcohol) and disinfectant wipes for classrooms, breakrooms and cafeterias. Schools should also have ample supply of hand soap, paper towels and tissues. No-touch trash cans are helpful in the disposal of PPE. Parents may also send students to school with PPE to help with mitigation efforts.

Promote a culture of good hygiene practices

Schools are essential for establishing good hygiene practices among students. Teach or remind students about coughing/sneezing etiquette, keeping hands away from the face and effectively washing their hands.

[Handwashing](#) is critical in reducing exposure to coronavirus (or any virus, for that matter). Schools should consider allowing extra time during bathroom breaks, before entry to the building, before and after meals, before and after recess and between classes for students and staff to wash their hands vigorously before transitioning to the next class or activity.

A school culture of handwashing and hand sanitizing should be promoted and reinforced. Post signs strategically throughout the building, such as above sinks or near the cafeteria, to encourage appropriate and periodic handwashing. The CDC has published [handwashing posters](#) that can be printed or ordered from its website. Schools might also post signs in highly visible locations (e.g., entrances, restrooms) to promote protective measures such as handwashing, the use of masks and social distancing. Additional culture practices can include making regular announcements on PA systems and utilizing social media to share communications with students, staff and families.



✓ Evaluate school cleaning practices

Work with facility maintenance and administration regarding the use of appropriate disinfectants. Cleaning and disinfecting high-touch surfaces – such as doorknobs, bathrooms, countertops and handrails – at least once daily and between use as much as possible is essential to controlling the spread of the virus. Be mindful of door handles, faucets, light switches, desks, drinking fountains, computers or tablets and other shared items. Schools should establish a schedule for frequent wiping down of these items with an appropriate cleaning solution. Where possible, reduce the sharing of school supplies. It is important to re-examine cleaning schedules and practices to effectively interrupt exposure to surface biocontamination, as this [study](#) details.

Be sure to provide appropriate training to all staff, particularly janitorial staff, on improved cleaning routines. The Environmental Protection Agency has published a list of [disinfectants to be used against COVID-19](#). Reference the [CDC guidance for cleaning and disinfecting facilities](#) for additional important steps.

✓ Review policies regarding school building use for non-school functions

Depending on the level of community spread within school district boundaries, schools may consider closing buildings and other facilities to outside groups and activities to reduce the potential for spreading the virus. If outside groups are using the building, plan time for appropriate cleaning and disinfecting after they leave. Schools should review policies that allow organizations to access school facilities. Any existing agreements for the use of those facilities should be updated to include social distancing requirements, appropriate hygiene measures and cleaning and sanitizing requirements after the activity is complete.


✓ Work with facilities manager to mitigate viral spread through ventilation systems

As we learn more about the spread of COVID-19, the potential role of poor air circulation has become a concern. Schools should ensure HVAC systems are working properly and increase the circulation of outdoor air as much as possible. Schools might consider opening doors and using fans to improve circulation throughout the building. Be mindful of those who suffer from allergies or other conditions that can be exacerbated by prolonged exposure outdoors.

Calendars & Schedules

The unpredictability of COVID-19's infection trajectory means districts should develop plans for delivering instruction in three ways:

- **Traditional** (on-site delivery) – Districts should plan for the majority of the school year, and possibly the entire year, to be on-site, as long as public health officials deem it safe to do so and the school is prepared with appropriate health and safety measures.
- **Distance learning** (done remotely but as a continuation of learning that normally would take place on-site) – Districts should have a plan to offer distance learning, which can include online learning, with required student participation for the 2020-21 school year. This learning plan should be deployed in an emergency, such as a resurgence of COVID-19 or another circumstance in which students cannot receive on-site instruction in a school building.

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- **Blended learning** (combines both on-site and distance learning) – Districts may choose to offer educational services through a blended model that utilizes both distance learning and on-site learning for at least a portion of the 2020-21 school year. A blended model may better accommodate social distancing by partially reopening school buildings to provide educational services.

Adopt alternate school calendars

To counter learning gaps and the possibility of disruption in the 2020-21 school year, districts should consider adopting multiple calendars that provide flexibility in responding to changes spurred by the pandemic. OSDE again emphasizes that these considerations should be led by what is feasible, practical, acceptable and tailored to the needs of each community.

Keeping this in mind, districts should consider options for school calendars and instruction that include traditional on-site operations, modified and rolling closures and disruptions, and longer-term distance learning. As of the publication of this document, Oklahoma school districts are expected to meet the statutory requirements of 180 days or 1,080 hours for the school year. By making contingency plans before the school year begins, districts should be able to meet these requirements.

School boards may also need to consider adopting policies for contingency-based planning. These measures could include authorizing the district superintendent to make calendar adjustments as needed, ensuring equitable resource allocation to all students for distance learning and defining attendance and absence requirements for students and staff.

Alternate calendars might include the following considerations:

- Start early and reduce summer time off to minimize “summer slide” and maximize learning time before a possible resurgence of COVID-19.
- Develop an intercessional calendar with longer breaks through the year for additional flexibility (e.g., start early, long winter break and other breaks, later end date).
 - Use for remediation/acceleration; students not mastering content could return for intersession week(s).
 - Allow teachers to focus on ensuring that struggling students move toward mastery.
- Extend times that the school is open for instruction. Under this strategy, schools might start the day earlier or extend school time in the afternoon, offer night classes and/or allow for Saturday instruction. Note: Oklahoma law currently requires the State Board of Education to grant a district waiver prior to offering school on Saturday. On May 28, 2020, the State Board of Education granted a waiver to allow districts the option to offer school on Saturday and have it count for attendance purposes in meeting school year calendar requirements.

Districts electing any of these options should consider community input and be cognizant of medical and religious exemptions to compulsory attendance provided in applicable laws.



Consider staggering the days students are in school buildings

When using the blended model, districts may consider staggering student attendance in buildings. Reducing the total number of people in a building at the same time could allow for enhanced social distancing through smaller class sizes and a reduced number of students on buses and in congregate areas. The following are potential strategies for organizing student schedules, although districts ultimately must weigh these in terms of what is feasible and practical.

Grade band phase-in

Depending on the degree of community spread, a district may choose to start school slowly with a phased-in approach. This strategy would allow elementary students to return to school first, perhaps for two weeks. Middle school students would report the third week and high school the fifth week. Middle and high school students would participate in distance learning while waiting to phase into on-site school.

Elementary face-to-face, secondary distance learning

This strategy allows elementary students to have in-person classes spread across other district buildings to better accommodate social distancing. During this time, secondary students would participate in distance learning. This approach could continue until public health officials deem it safe to relax social distancing restrictions further.

Staggering students in rotations

This strategy would include students rotating through the school building on different days to reduce the number of individuals in a building or classroom on any given day. It could also relieve crowding on buses. In each scenario below, students would be provided assignments that could include paper, pencil, online learning or a combination to support their learning on days when they do not report to school.

- **Half-day rotation** – Certain students (by grade level or by numbers within a grade level across multiple grade levels) report to schools for half the day and do distance learning the remainder of the day. The remaining students repeat, but at the alternate time.
- **One-day rotation** – Students report to school one full day a week at all levels (e.g., elementary, middle and high) and do distance learning for the remainder of the week.
- **Two-day rotation** – Students report to school two full days a week, such as Tuesday and Thursday or Wednesday and Friday, and do distance learning for the remainder of the week.
- **A/B week** – Half of the student population reports to school each week, while the remaining half participates in distance learning at home. In this approach, the student population alternates weeks.

These rotations may not be appropriate for students with disabilities, English learners or other students with significant needs. Districts should always be cognizant of students' physical and social-emotional needs, and families with multiple children, who might be impacted by a rotating calendar strategy.



Adopt policies for virtual instruction

The OSDE encourages districts to plan for integration of schoolwide virtual learning days into school calendars for the 2020-21 school year given the expectation of short- or long-term disruptions to on-site instruction as a result of COVID-19. In anticipation of such modifications, districts must consider and ensure, at a minimum, policies are in place to reflect the following:

- When, or under what conditions, virtual days will be implemented schoolwide, including notifying all students and staff in advance of implementing a virtual day, setting expectations and communicating how and when students will be expected to participate, including consequences for failure to do so.
- Methods are developed for calculating and determining attendance and absences, inclusive of students and staff.
- Resources (instructional technology and equipment, including devices and connectivity) are provided free of charge to all students to ensure access to virtual instruction.
- Equitable instruction is provided for students where virtual learning is not appropriate or for those who do not have access to virtual resources. Instructional materials must be provided to students free of charge. Districts must include in their policy how such students will be counted as in attendance.
- All grades/courses are designed in a manner that facilitates and appropriately aligns with the Oklahoma Academic Standards.

School Day

Research shows the greatest risk for virus transmission is in large groups where social distancing is not possible. While it is important to regularly clean and disinfect shared items and high-touch surfaces, school districts should also determine how to reduce large crowds of students and staff. Cafeterias, auditoriums and hallways crowded with students should not be the norm during this health crisis. Viral particles circulate through the air and can easily be breathed in by those in close proximity. Keeping individuals at least six feet apart significantly reduces viral transmission.

Consider adjusting routines to allow for social distancing in common areas

It is essential that schools think through how to adjust routines to allow maximum social distancing and sufficient time for disinfecting and handwashing. Student and staff groupings should remain as stable as possible by ensuring the same group of students remain together with the same staff (all day for young children and as much as possible for older students).

Additional routines to consider include:

- Extend the lunch block and/or shorten lunch periods to ensure fewer students are in the cafeteria at one time. Alternately, allow students to eat in their classrooms to reduce mixing of groups.
- Keep grades or, when possible, classes apart on the playground and stagger recess times.



- Be mindful of rotations that include the library, gymnasium, computer lab, art rooms, etc. Build in time between rotations for surfaces to be wiped down.
- Use larger spaces such as gyms, cafeterias, libraries and outdoor areas as additional class space.
- Extend school pickup and drop-off times and stagger when certain grades arrive and leave to lengthen the window for entering and leaving campus.
- Allow additional time for admitting visitors to incorporate screening questionnaires, temperature checks, etc.
- Extend hallway passing periods and plan for teachers and students to leave class at staggered times within that passing period.

Consider reorganizing classrooms to maximize social distancing

Desks should be spaced at least six feet apart, to the extent possible, and point the same direction rather than students facing each other or working in groups. Opening doors will improve circulation of fresh air that mitigates spread of the virus. Schools might consider holding some classes outdoors, if possible, or in larger spaces such as gymnasiums, auditoriums and cafeterias. Teachers or support staff should frequently wipe down high-touch surfaces like door handles and light switches. Classrooms should reduce use of shared items that may be difficult to clean. Items that must be shared, such as computers and tablets, should be cleaned between use.

Other considerations:

- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances and schoolwide parent meetings and limit group sizes as much as possible.
- Limit guests and visitors to the classroom while remaining mindful that parents and families play a vital role in their child's education; involve guest speakers through virtual means.
- Where students typically wait in line, place tape markings to indicate social distancing.
- Keep each child's belongings separated from those of others and in individually labeled containers, cubbies or areas.
- Ensure adequate supplies to minimize sharing of high-touch materials to the extent possible (e.g., assigning individual student art supplies and equipment) or limit use of supplies and equipment to one group of children at a time and clean and disinfect between use.

Student Attendance

A district may elect to incorporate virtual learning into its school calendar and have such days count as instructional attendance days for state funding and compliance purposes.

Adjust attendance policies

The OSDE has consistently advised that school district boards of education have authority over general operations of a district, including the adoption of an attendance policy governing virtual instructional days. See 70 O.S. § 5-117. However, the OSDE encourages districts to consult with other available resources prior to adoption of a local policy governing attendance of students for



virtual instruction, including but not limited to the statutory requirements for statewide virtual charter schools as an option.

With respect to absences, school districts have broad discretion under Oklahoma laws and regulations to determine whether an absence is excused; one such reason is medical. Unexcused absences contribute to truancy and may incur related truancy actions. *See* 70 O.S. § 10-105.

As part of their offering of instructional services to students, districts may offer extended distance-learning opportunities to students who are high risk or have family members who are high risk and not penalize such students for inability to attend physically. Again, such a determination is one for the local district, and district policy should be updated to reflect under what circumstances extended distance learning is allowable. For additional information specific to attendance and absences relating to distance learning, see the Distance Learning section within the Academics & Growth section of this document.

Districts may also choose to adjust practices and policies for absenteeism so students understand the importance of staying home when sick (e.g., discontinue attendance awards and incentives, support learning to the extent possible if student is absent for extended time).

Transportation

Transportation may be one of the most difficult obstacles to manage as schools plan for next school year. While there are ways to allow for social distancing on buses, many will not be viable for the majority of Oklahoma districts. Sweeping modifications might not be feasible, but districts can consider steps such as opening school bus windows, whenever possible, to increase flow of fresh air. As stated previously, increasing circulation disperses the potential for viral particles to remain in the air.

Revise transportation plans to maximize health and safety

Districts should practice social distancing on buses to the greatest extent possible. Options include separating students with at least one empty seat between them and in staggered rows while siblings sit together to make space for others. Districts should also consider staggering transportation times and routes to reduce the number of students on a bus at the same time. Schools should clean buses during and after school hours with products that [meet Environmental Protection Agency criteria](#) and are safe for children and staff.

It is critical that districts communicate transportation protocols with families prior to the start of the school year. It may be advisable to encourage parents to transport their students to school if at all possible, thereby allowing more room on buses for those without other means of transportation. Schools should prepare for an increased number of parent pickups, drop-offs and delays in student arrivals and departures if school campuses are not designed to handle a large number of cars.

The CDC has also published [guidance for bus transit operators](#) that is geared toward municipal transit but may be helpful for school bus drivers. Other considerations regarding school transportation protocols include:

- Inspect buses that have not been thoroughly inspected since last fall.



- Prior to transporting students, clean any school bus used for food distribution.
- Require school bus drivers to attend in-service training before transporting students to ensure they understand new policies and procedures and how to effectively clean their buses.
- Include cleaning of high-use areas – including steering wheel, handles and seat backs – in pre- and post-trip inspections.
- Revise bus rider policies to reflect new district bus safety measures, which may include temperature checks before allowing a child to board, requiring passengers to wear a mask, marking seats off with tape to avoid children sitting too close to each other, etc.
- Give transportation managers additional time to assign/reassign buses if social distancing requires using more buses in an effort to transport fewer students per bus.
- Ensure transportation of students with disabilities or accommodations is in accordance with current Individualized Education Programs (IEP) and district policy.
- Consider using a monitor (teacher's aide or other staff) to ensure students practice social distancing.
- Install a clear protective barrier behind or alongside the driver in accordance with applicable safety code.
- Be mindful that transportation issues will change based on the evolving nature of the pandemic.

Plan for bus driver shortages

Districts have expressed concern that bus drivers, many of whom are in the high-risk category for complications from COVID-19, may be unwilling to put themselves at risk. By building in virtual school days to school calendars or otherwise planning for contingencies, schools can be prepared for possible closure due to a bus driver shortage. To better protect bus drivers, districts should be prepared to provide them face masks, gloves, hand sanitizer and disinfectant wipes. If possible, consider providing drivers with no-touch thermometers to take the temperature of students before boarding the bus.

School Meals

Flexibility provided by the U.S. Department of Agriculture (USDA) has been critical in allowing creative delivery of food to students, and school districts have provided more meals to more students than ever before. Districts should continue to reference the [OSDE's Coronavirus/ COVID-19 FAQs for Oklahoma Public Schools](#) for information on the flexibilities available for serving school meals. The FAQs will be updated as waivers expire or are extended.

Consider serving school meals in classrooms rather than cafeterias

Ideally, students will not intermix in areas like cafeterias where it may be difficult to social distance and there is an increased possibility for exposure and transmission of the virus. Instead, schools may consider serving meals in the classroom. Students could pick up their lunch from the cafeteria and return to the classroom or staff could deliver meals to classrooms. Logistically this may be challenging, but the following are considerations for schools exploring this option:



- Consult with child nutrition workers in making changes to meal service.
- Plan for one class at a time to go through the cafeteria line and return to the classroom. Be sure each group follows the same path and that social distancing is maintained as much as possible.
- Use food containers – Styrofoam carryout containers, for example – to deliver food.
- Place trashcans in hallways for collections and consult custodians on this procedure.
- Be cognizant of teacher contracts and “duty-free” lunch breaks.

If delivery to the classroom is deemed viable, consider the following:

- Designate someone to take a meal count as students receive meals. This is considered a point-of-service meal count, similar to a student going through a line and giving the cashier a number or name to enter into the point-of-sale system or using a scan card or finger scan.
- Consider how to handle transactions that normally would occur in a cafeteria line – how payments will be collected, receipts issued and money secured. Teachers should not be asked to undertake this responsibility.
- Remember that USDA Minimum Meal Patterns must be met for breakfast and lunch.
- Keep in mind that high school students are required to have the option of Offer versus Serve (OvS), a program in which a student is allowed to pick three of five meal components at lunch. OvS is not required for any grade level at breakfast.
- Ensure delivery carts used to send meals to the classrooms hold food at the proper temperature.
- Consider the staff needed to distribute a large number of meals to multiple classrooms.

The USDA is also working on guidance for meal service. These considerations will be updated after its release.

Consider how to serve meals to students who are not attending school on-site

In planning for various scenarios where students may be out of the classroom, schools should plan now to support students who need access to school meals. OSDE encourages districts to leverage the structures that were built during the final months of the 2019-20 school year to serve students participating in distance learning or whole classes should the need arise.

Much of this flexibility was a result of the nationwide waivers extended to states by the U.S. Department of Agriculture. Three existing USDA Child Nutrition waivers have already been extended through August 31, including meal-time flexibility (serving two meals at a time), non-congregate feeding (serving grab-and-go meals) and allowing pickup by a parent or grandparent. However, if these waivers are not renewed past August, schools should consider relying on partnerships (i.e., nonprofits, churches, etc.) to help serve students who are not attending classes at the school site.



The OSDE encourages schools to build those relationships now and make contingency plans should the waivers be discontinued. The OSDE will continue to advocate for flexibility for districts to meet the needs of their students, including requesting individual state waivers if necessary.

For more information on existing Child Nutrition waivers, please refer to the OSDE's [Coronavirus/COVID-19: FAQs for Oklahoma Public Schools](#).

Finance

In the midst of this global pandemic, districts are also grappling with a severe economic downturn and shrinking budgets. At the same time, they face added expenditures for connectivity to virtual instruction, new professional development needs and the safety of the school community. As districts await additional opportunities for funding, they must stretch every dollar further to meet student needs. The following section includes how districts can prepare financially for the upcoming year.

Keep a detailed tracking of pandemic-related expenditures for reimbursement

OSDE has continually advised districts to keep a detailed accounting of all expenses that directly result from the coronavirus pandemic. This is even more important as districts may need to use existing CARES Act funds to maintain continuity of services for students due to reductions in state funding. In addition to federal relief funding allocated directly to education, states have other coronavirus relief funds appropriated through the CARES Act (Section 5001). These funds are appropriated from the U.S. Treasury Secretary to eligible entities, which are the state, local and tribal governments.

The CARES Act states that any eligible entities may only use relief funds for expenses that:

- Are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID-19)
- Were not accounted for in the budget most recently approved as of March 27, 2020 (the date of enactment of the CARES Act), for the State or local government
- Were incurred during the period that begins on March 1, 2020, and ends on December 30, 2020

The U.S. Department of the Treasury has provided further clarification on [eligible expenditures](#) that fall under these broad categories. Notably, this guidance includes expenses to facilitate distance learning, including technological improvements, in connection with school closings to enable compliance with COVID-19 precautions.

Districts may be able to access these funds for reimbursement through two methods. First, districts may be able to directly request reimbursement from the state through the same system that local governments will use. Although there is no guarantee of reimbursement, compiling all eligible expenditures in one place will help the state understand the true impact of the pandemic on local communities.

Second, districts may be able to partner with their county or municipalities to access state relief funds.

Apply for a CARES Act Incentive Grant

The OSDE has set aside a portion of the state Elementary and Secondary School Emergency Relief (ESSER) funds to provide grants to districts. Districts that commit to spend a minimum 30% of their ESSER LEA allocation in at least two of the five priority areas designated by OSDE will be eligible to apply for additional funds through a competitive grant process. Grants will vary from \$50,000 up to \$500,000 based on student enrollment and quality of application. Districts receiving less than \$100 per student in the ESSER LEA allocation will receive bonus points on the application to increase their chances of receiving a grant.

If the community is able to demonstrate how it will work together to support all residents – specifically, students – it may be able to draw down a greater proportion of relief dollars. Such a partnership might include connectivity efforts for the community at large, which would also be of benefit to students, or support for after-school programs through a local nonprofit.

Finally, Congress continues to consider how it will advance additional funding relief packages. By keeping detailed accounting of expenditures now, districts will be poised to more easily claim additional funds for reimbursement if those become available.

Consider how to use financial resources in new ways

Districts have considerable flexibility to use both state and federal funds as needed in the wake of the COVID-19 pandemic. OSDE encourages districts to continue thinking about ways to maximize dollars now, while preparing for the possibility that the economy may be slow to rebound. Among those flexibilities are the following:

- Districts may transfer federal funds under the Elementary and Secondary Education Act (ESEA) to other existing programs. For example, districts may want to consider transferring Title II, Part A dollars to Title I, Part A to pool funding for larger expenses. Bear in mind, however, that transferred funds are still required to meet the original intents and purposes.
- Districts currently have a waiver to repurpose existing federal K-12 education funds for technology infrastructure and teacher training on distance learning, including Title IV, Part A funds and professional development funds. Additionally, ESEA funds for state FY 19 may now be used until September 30, 2021.

Use additional IDEA dollars to support special education students' distance learning needs

OSDE will make a one-time distribution of supplemental IDEA (Individuals with Disabilities Education Act) funds to districts through the Grants Management System (GMS) on June 1 based on the October 1 child count. This funding, which is to support special education instructional recovery efforts, may be used only for special education and related services provided to students with disabilities under the IDEA. These funds may be used for professional development, assistive technology, related services, stipends, supplies, contracted services and tutoring. For more information, contact OSDE's [Office of Special Education Services](#).

- Districts also have a waiver to exceed the allowable 15% carryover limit required under ESEA for FY 20 Title I, Part A funds.
- The state Legislature took action, in House Bill 3964, to eliminate the General Fund Balance (GFB) penalty for districts exceeding the allowable carryover amount in FY 20. This penalty would have otherwise been assessed in FY 21. However, at this time, if the affected district also exceeds the carryover amount in FY 21, the district could be assessed a penalty in FY 22.
- There is also available flexibility with state textbook funds. It is worth noting that the definition of textbook already includes instructional materials that are printed or nonprinted and may include textbooks, technology-based and other educational materials. Additionally, districts may apply to the State Board of Education for flexibility in spending textbook funds. The district is required to demonstrate that the textbooks and instructional materials used by the district for the subject areas being considered in the current textbook adoption cycle are current and appropriate for student learning. Upon approval, the district may expend funds for any purpose related to the support and maintenance of the school district.

Please refer to the OSDE's [Coronavirus/COVID-19: FAQs for Oklahoma Public Schools](#) for additional information on each of these flexibilities.



Academics & Growth



ACADEMICS & GROWTH

Public schools perform a host of critical institutional roles. But they serve no greater purpose than instilling knowledge in all students who walk through their doors and helping them become educated and successful citizens. As schools plan for the 2020-21 school year, it is imperative they consider instructional delivery contingencies in response to possible COVID-19 disruptions.

Planning for Instruction

This guidance is intended to provide support and direction for instructional leaders and teachers as they plan and carry out instruction in the 2020-21 school year. The OSDE will continue to develop and share instructional guidance throughout the summer and school year to support three phases of planning:

- **Plan for instruction** – The work districts and teachers will do during the summer to prepare for instruction in the 2020-21 school year
- **Launch instruction** – Preparation for instruction from four weeks before the start of the school year through the first weeks of school
- **Ongoing support for instruction** – Addressing adjustments to instruction that may be needed the remainder of the school year

While the guidance provided below primarily supports districts and teachers as they **plan for instruction**, the OSDE Curriculum & Instruction Office will develop additional guidance and resources throughout the summer to better support instructional leaders and teachers as they **launch instruction** and provide **ongoing support for instruction** to students in the school year. To provide feedback or make suggestions or requests for future guidance, please consider completing [this survey](#).

Plan for instruction

School leaders and teachers are planning now for a new school year that follows the unusual ending of the previous one. As a part of that planning process, the following recommendations are a framework for districts and teachers to consider:

1. **Build a return-to-learning working group** led by the director of curriculum, chief academic officer or equivalent. Consider including teachers and leaders representative of school sites and grade bands, educators who work with diverse populations (i.e., special education, English learners, gifted and talented), librarians, math/reading specialists, counselors, family members or representatives from the Parent/Teacher Association and students.
2. **Evaluate the effectiveness of distance learning** experiences in the 2019-20 school year. Allow opportunities for representatives from each group to share successes and challenges.
3. **Adjust communication with families** from informing them about what their student *has been working on* in the past to what their student *will be working on* in the future. Preparing families for potential disruptions in instruction will require more frequent conversations focused on



building a shared responsibility among families, educators and the community to support learning. [Engaging Families in Reopening Our Schools](#) provides additional resources to assist school leaders with engaging families in instruction and growth.

4. **Plan for potential shifts in instructional pacing and instructional delivery** in the 2020-21 school year. Districts and schools should ensure continuity of learning in the face of potential intermittent closures or other unexpected circumstances.

	Typical On-Site Learning	Distance Learning for Some Students	Rolling School Closures	Staggered Schedules	Distance Learning for All Students
Focus on current grade-level content instruction with scaffolded support for gaps in student learning. Reference The New Teacher Project Guidance for Shifting to At-Home Learning Guidance .	X	X	X	X	X
Plan weekly or daily opportunities for social-emotional learning embedded in or outside disciplinary instructional time.	X	X	X	X	X
Plan distance learning courses for students. <i>Guidance coming soon.</i>		X			X
Plan integrations across disciplines within a grade level and/or design for blended learning. <i>Guidance coming soon.</i>				X	
Develop 2-3 week-long distance learning units that can be easily deployed as needed. <i>Guidance coming soon.</i>			X		



5. **Assess the effectiveness, appropriateness and sustainability of digital tools and online platforms** used during distance learning at the end of the 2019-20 school year. Consider how well the digital tools and online platforms supported best practices for instruction and identify the support and guidance that will help teachers in the future. Be sure to explore the evidence base for digital tools and online platforms, with special attention to support structures for diverse learners. Be aware that tools that were free in spring 2020 may come with a cost in the fall.
6. **Develop an integrated instructional assessment plan** for assessing student learning progress and gaps at the beginning of and throughout the school year. Identify the subjects and grade levels that would benefit from a no-stakes, early in-the-year assessment before or after students return to school. Teachers could use the data from this assessment to plan for scaffolding supports students may need, whether screener, diagnostic or formative assessments associated with existing curriculum, student work, student conferences and family feedback. See Grade-Level & Content-Specific Approaches below for recommendations for assessing students in various subject areas and grade levels.

When developing an assessment plan, schools should:

- Identify how early in-the-year assessments and curriculum-embedded formative assessments help identify the needs of students receiving special education services or English learner supports.
- Ensure instructional planning includes an intentional focus on monitoring student progress through curriculum-embedded formative assessments that allow teachers to gain access to student thinking and skills.
- Create a plan that supports in-person and remote administration of assessments.
- Keep in mind that students will begin school with academic strengths that traditional assessments may not fully reveal. Ensure assessments provide students with multiple modes to display their thinking and abilities.
- Engage in intentional curriculum and instruction planning leading to the 2020-21 school year, including the development of curriculum maps, pacing guides and calendars to ensure continuity of instruction.

Grade-Level & Content-Specific Approaches

Teachers face unique circumstances as they plan for the 2020-21 school year. Each grade band and discipline is unique. The following guidance is designed to support schools and teachers as they plan for instruction in the 2020-21 school year.

Consider broad instructional supports for all grades and disciplines

When planning for instruction, prioritize on-grade-level learning for all students and fold in the instructional supports needed for students to achieve on-grade-level learning targets by the end of the 2020-21 school year. Focus on filling only the most critical gaps – not in isolation, but at the moment they're needed.

Use EXACT PATH to individualize learning

The OSDE intends to invest a portion of state Elementary and Secondary School Emergency Relief (ESSER) funds to offer Edmentum's **Exact Path** *free to districts* to set and achieve academic growth goals for K-12 grade students this summer and throughout the 2020-21 school year. Exact Path combines adaptive diagnostics with individualized instruction and learning pathways to promote growth in math, reading and language arts. Exact Path may be used in classrooms, with blended learning or during periods of distance learning. Exact Path also links with existing district information from **NWEA MAP Growth Assessments** or **Renaissance Star Assessments**.

- Ensure those planning for instruction in the 2020-21 school year have a deep understanding of the on-grade-level content and disciplinary practices associated with the **Oklahoma Academic Standards**.
- Identify the content knowledge and disciplinary skills from previous grade levels that serve as prerequisite skills and knowledge for on-grade-level learning.
- Identify the content knowledge and skills students might struggle with in their current grade that may have been abbreviated or unaddressed in the 2019-20 school year. In particular, focus on serving English learners, students with disabilities and other special populations. Leverage OSDE resources to **support Diverse Learners**.
- Use the resources provided in the **Oklahoma Curriculum Frameworks** to fully understand the intent of grade-level standards and how content knowledge connects and progresses across grade levels.
- Prepare scaffolded instructional supports for students who may need support with prerequisite knowledge and disciplinary skills to be successful in their current grade level.
- Develop or adapt a year-long scope and sequence that includes connections between content knowledge and disciplinary practices from previous grades and the current grade.
- Allow flexibility in scope and sequence to reflect where teachers may need to provide additional supports for students.



✓ Consider how curriculum and instruction will support social-emotional well-being

When planning for instruction, consider how the curriculum and instruction used will support students with social-emotional well-being and build in structures that promote a safe and equitable learning environment for all students. For more information, refer to the Social-Emotional Learning subsection within the Whole Child & Family Supports section.

- Consider planning for weekly or daily opportunities for social-emotional instruction for all students PK-12 embedded in or outside disciplinary instructional time.
- Include instructional and assessment practices that allow students to share their thinking with peers or teachers.
- Develop a supportive classroom environment, including developing procedures and protocols to ensure students' social-emotional and physical health and safety.

Coming soon – Guidance for Social-Emotional Instruction for the 2020-21 School Year.

✓ Support pre-kindergarten and kindergarten instruction

The transition to school is an important time for children, families and school communities. When supporting students in their initial school entry this year, keep in mind that children may have missed all or part of Early Head Start, Head Start and child-care experiences designed to prepare them for public school.

Early-grade teachers should focus on standards and appropriate behaviors for the current grade level while scaffolding knowledge and/or behaviors that may have been missed or forgotten from the 2019-20 school year.

To support students entering school for the first time:

- Consider hosting a virtual open house for families and students. Record it and post on the school website with ongoing enrollment information.
- Have enrollment information readily available for families. Information may include:
 - [Guide to Oklahoma Immunization Requirements](#) and [Oklahoma State Department of Health website](#)
 - Legal documents (e.g., birth certificate, custody documents)
 - Proof of residency documents required by district
- Use the [Oklahoma Early Learning Guidelines for Children Three to Five](#) (ELG) Approaches to Learning section on pages 4-9 to plan for instruction to support the social-emotional development of children and to build a classroom community early that supports students in feeling safe and supported.
- Use the [ELG](#) to understand the learning concepts (creative skills; language arts; mathematics; health, safety and physical development; science; social and personal skills; social studies) that may have



been covered in 3-year-old to 5-year-old settings and consider how those skills and concepts progress to [pre-kindergarten](#) or [kindergarten](#) learning objectives in the Oklahoma Academic Standards.

- Access OSDE's [Family Guides](#) for an overview of what is expected of students at each grade level in different content areas along with activities families can do at home to further support children's learning experiences.
- Provide space in the school-day calendar for students to receive targeted supports individually and in a group setting.

✓ Support English Language Arts PK-12 instruction

To support students in English language arts, teachers should continue to provide opportunities for students to read, write, speak and listen often. The [Oklahoma Academic Standards for English Language Arts](#) are recursive in nature, with skills repeating and building at most grade levels. By focusing on grade-level instruction and complex texts for the current year, students will strengthen literacy skills and make greater strides toward grade-level competencies.

- Use the Student Proficiency Levels + Instructional Guidance from the [English Language Arts Curriculum Framework](#) to determine any prerequisite skills that may not have been addressed the previous year.
- Hold discussions with preceding grade-level teachers and examine classroom assessments that might help current-grade teachers gain insight into the overall performance level (i.e., developing, approaching and understanding) the majority of students may have achieved for each standard. Use this information to consider if students need additional lessons or support to be successful with core instruction at the current grade level.
- Use the [Literacy Progressions](#) to better understand how literacy skills progress across grades and to anticipate any gaps in skills students may have in the coming school year.
- In grades K-3, begin instruction with identified foundational reading skills that may have been missed during the 2019-20 school year rather than beginning with grade-level content.
 - Focus on direct, explicit and systematic instruction.
 - Use assessment data, provided through a [screening instrument](#) administered to all students, and adjust small group and whole group instruction to meet the needs of all students.
 - Provide targeted supports, understanding that more students will need individual support and some supports will be provided in a whole group setting.
- Plan curriculum and instruction around high-quality curriculum and complex texts.

✓ Support Mathematics PK-12 instruction

In mathematics, teachers should ensure previous grade-level work is connected to on-grade-level work throughout the school year, using a high-quality, standards-based curriculum. By providing a coherent sequence of lessons, students will build mathematical understanding to achieve grade-

Add IMAGINE MATH to build skills

Offering *free to districts* during the 2020-21 school year, Imagine Math is a comprehensive, supplemental math solution for students in grades 3-8. Imagine Math includes authentic assessment, adaptive learning pathways, embedded scaffolds and actionable data. When students need extra support, they can receive live, 1:1 differentiated instruction from certified math teachers in English or Spanish. These online teachers are available before, during or after school – even on weekends and most holidays.

level mastery. Teachers should use guidance on scaffolding and supports for grade-level lessons throughout the 2020-21 year (*coming soon*), including:

- Examine school or district curriculum maps, pacing guides and/or curriculum from the previous grade level (or view the suggested learning progression on the [OKMath Framework](#)) and determine:
 - What are the standards that may not have been covered or reinforced from the previous year?
 - What are the objectives from previous and current academic years that can lead toward mastery of the current year's standards?
- Meet with other teachers of your subject area to discuss which objectives were taught/retaught during distance learning, which objectives and standards were not covered during the 2019-20 year and how the identified objectives and standards could be embedded into students' on-grade-level learning during the new school year.
- Use [Formative Assessment Probes](#) or similar tasks to measure students' mathematical strengths and areas where they will need additional support.
- Include steps for building classroom community, incorporating [culturally responsive teaching practices](#), allowing students to experience the [Mathematics Actions and Process](#), encouraging [growth mindset](#) and developing students' social-emotional skills into academic plans.
- Consider these additional resources to support instructional planning for PK-12 Mathematics:
 - [Oklahoma Academic Standards and Competencies for Mathematics](#)
 - [OAS-M Vertical Alignment](#)
 - [OKMath Frameworks](#)
 - [Formative Assessment Online Learning Module](#)



- Create a free account at osdeconnect.ok.gov
- Click “+Module”
- Search Mathematics.

✓ Support Science PK-12 instruction

It is important to remember that science content spirals across grade bands – the same basic concept will be revisited, with students exposed to more in-depth learning than in the previous year. Therefore, teachers should focus on instruction from the current year and plan for the various scaffolding supports that students need to support grade-level mastery.

- Begin by analyzing and understanding the current grade-level standard expectations by reviewing the [new Oklahoma Academic Standards for Science](#) for the grade level begin taught.
- Consider how standards in the current grade level connect to other standards in the same grade and how they could be bundled and sequenced for instruction. See the [OKSci PD on Your Plan Module: Developing a Year Long Instructional Sequence](#) as a resource to support instructional planning this year.
- Consider beginning the school year with an opportunity for students to engage in an investigation or design challenge that provides teachers with a formative assessment of some of the prerequisite knowledge and skills that will support students with on-grade-level learning during the current school year.
- Identify curriculum-embedded formative assessments to be used throughout the school year to monitor student progress, determine scaffolds students may need for each lesson or unit for the current school year and provide teachers with opportunities to engage in reflection and feedback with students on their learning.
- Consider how investigation or design challenges might be modified to support blended or distance learning instruction (e.g., Do students have access to all needed supplies at home? What safety considerations should be made if students conduct investigations at home? How might a student-centered investigation be modified to a demonstration?, etc.).
- Consider adapting existing curriculum and scope and sequence to provide students with opportunities to engage in investigations and design challenges.
 - Consider how students may engage in investigations or design challenges that provide natural connections to their interests or at-home learning, supporting shifts to distance learning if needed. Teachers can administer an interest survey to students at the beginning of the school year to identify phenomena students may want to investigate or can easily investigate at home. [See example survey.](#)
 - Consider how students in grades PK-2 might engage in investigative play in the early grade levels to support social-emotional well-being in school or in distance learning settings.
 - Consider how students might be provided opportunities in grades 3-12 to investigate a phenomenon or engage in a design challenge and work with the teacher and peers to develop an explanation for the phenomenon, thereby building resiliency and self-efficacy skills.



- Plan for in-person and remote opportunities for blended or distance learning models for instruction.
- Include steps for [building classroom community](#), incorporating [culturally responsive teaching practices](#), allowing students to [engage in discourse](#) and encouraging and developing students' social-emotional skills into your academic plans.

Coming soon – Guidance for Science Safety for the 2020-21 School Year.

✓ **Support Social Studies PK-12 instruction**

When supporting students in social studies, it is important to understand that content spirals across grade levels. Therefore, teachers should focus on instruction from the current year with intentional planning for the various scaffolding supports needed by students.

- Examine school or district curriculum maps, pacing guides and/or curriculum from the previous grade level and determine:
 - What are the [Oklahoma Academic Standards for Social Studies](#) that may not have been covered or reinforced from the previous year?
 - What are the objectives from previous and current academic years that can lead toward mastery of the current year's standards?
 - How do the standards in the current grade level connect to other standards in the grade level, and how might they be bundled and sequenced for instruction this year?
 - How might instruction be modified if needed to support blended or distance learning instruction?
- Review the new [Oklahoma Academic Standards for Social Studies Framework](#) to better understand the intent of standards and ways teachers can support student learning for each standard and objective.
- Plan for instruction that ensures students engage in the Social Studies Practices outlined in the Oklahoma Academic Standards for Social Studies (e.g., answering essential questions, analyzing primary and secondary sources, evaluating how issues evolve over time, developing evidence-based claims, communicating what they have learned in various mediums), supporting academic achievement and social-emotional skill development.
- Consider these resources to support instructional planning for PK-12 social studies:
 - [Oklahoma Council for Social Studies Primary Sources](#)
 - [Oklahoma Council for Social Studies Classroom Resources](#)
 - Student-Centered [Instructional Strategies](#) for Social Studies
 - [Oklahoma Family Guides for Social Studies PK-6](#) illustrating grade-level expectations for students with activities that families can do to further support children's learning experiences
- Plan for frequent formative assessments to check in on student mastery and provide extra support and practice as needed.
- Provide time for weekly check-ins with students and consider including journaling as a regular



practice to better understand how students feel about their learning and the additional support they may need.

✓ Support Fine Arts PK-12 instruction

It is important to understand that many music, art, drama and dance teachers have worked with the same population of students every year and may be able to more easily adapt their curriculum to the start of a new school year. Teachers should focus on standards for the current grade level while scaffolding knowledge that may have been missed or forgotten from the 2019-20 school year. To prepare for the upcoming school year, teachers are encouraged to consider the following:

- Become familiar with the new [Oklahoma Academic Standards for Fine Arts](#) and consider non-traditional teaching methods for the four artistic processes.
- Review curriculum goals of past years and think through modifications of those goals (based on the local incidence of COVID-19 and CDC recommendations) while prioritizing student needs.
- Keep in mind that students in transition grades (K, 6th/7th and 9th) may need the most support as they begin learning in a new space and arts discipline with a potentially altered school schedule. Beginner students in an instrumental music program may need to audition on instruments during class in the fall and be sorted into instrument-specific classes in the spring.

Coming soon – Guidance for Safely Opening and Sustaining Fine Arts Classrooms.

✓ Support World Languages PK-12 instruction

For world languages, content spirals across grade levels, skill acquisition complexity builds at each level and second-language proficiency levels correlate with time immersed in the target language embedded in the culture. Teachers should connect previous-level work to the current level by focusing on standards for the current grade level while scaffolding knowledge that may have been missed or forgotten – all while making every effort to use the target language 90% of the time.

- Create a year-long curriculum plan based on the [Oklahoma Academic Standards for World Languages](#) and the World Languages [Champions of Excellence Rubric](#).
- Embed skills or background knowledge from the previous level into the current level, using the NCSSFL - ACTFL [“Can-Do” Statements and Intercultural “Can-Do” Statements and Understanding by Design](#).
- Consult resources that support instructional planning for PK-12 World Languages:
 - [Delaware Recommended Framework for Designing Standards-Based and Proficiency-Focused World Language Curriculum January 2017](#)
 - [Unpacking World Languages Standards – North Carolina Department of Public Instruction](#)
 - Unpacking Documents for [Classical Languages, Dual-Language and Immersion Programs, Heritage Language Programs](#) and [North Carolina State Department of Education Elementary and Middle School Programs](#)



- Plan for instruction that includes the five Cs (communication, culture, connections, comparisons and communities) and ensures students engage in the three modes of communication (interpretive, interpersonal and presentational).
- Support training in translating in-person instruction to effective distance-learning techniques.
- Focus instruction on building communication skills embedded in cultural context, measured through the [“Can-Do” Statements](#).
- Consider developing a supportive learning environment by:
 - Starting the year learning about each student and asking them to complete a profile on their experience with languages and cultures, including their own (see [NCSSFL Linguafolio](#))
 - Establishing norms that include expectations for participation and interaction in the target language
 - Providing time for check-ins with students (include journaling in the target language and in English to analyze their learning experience to better understand how students feel, help them process their learning and provide additional support)
- Plan for frequent formative assessments in the [Three Modes of Communication](#), guided by the themes and essential question framing the unit of study, to check in on student mastery and provide extra support and practice. These can include student self-assessments and portfolios.
- Anticipate that students may need additional support and extended learning time to demonstrate mastery of communicative competence in the interpersonal mode.

Coming soon – Guidance for Safely Practicing and Sustaining Interpersonal Speaking Skills.

Support Physical Education PK-12 instruction

When supporting students in physical education, it is important to understand that the content spirals across grade levels, with skill acquisition and complexity building at each grade level. Motor skill proficiency levels correlate with the time and opportunities provided for repetition and refinement.

- Create a yearly curriculum plan and embed skills from the previous level into the current level. The scope and sequence for motor skills are meant to be taught in the order outlined in Standard One, from easiest to hardest, in the [Oklahoma Academic Standards for Physical Education](#). (The [Movement Wheel](#) sequence model is another good resource.)
- Focus on skill development. Teachers should connect the previous-level skills to the current level by focusing on standards for the current grade level while scaffolding knowledge that may have been missed or needs to be reinforced.
- Consider extending the amount of time spent on motor skills that may have been missed in the 2019-20 school year.
- Anticipate that students will need support with motor skills. Provide cues, demonstration and various levels and difficulties of tasks to differentiate learning for all students.
- Develop procedures and protocols based on CDC and state guidance to ensure student safety.

Coming soon – Guidance on Social Distancing in Physical Education Class.



✓ Support Health Education PK-12 instruction

It is important to understand that the Oklahoma Academic Standards for Health Education do not specify what topics must be taught. Instead, they address skills that provide flexibility for unique learning experiences.

- Create a yearly curriculum plan based on the [Oklahoma Academic Standards \(OAS\) for Health Education](#) and the needs of the school and/or community by looking at the health-related data from the [Youth Risk Behavior Surveillance System \(YRBSS\)](#) or the local health department.
- Use the data to identify the relevant topics that best address the Oklahoma Academic Standards for Health while recognizing that students at all levels may not have participated in previous health education coursework. Students may need additional support to gain skills and understand concepts necessary for on-grade-level instruction.
 - Pre-assessment at the start of each unit can help identify learning gaps and provide guidance for building functional knowledge necessary for age/grade-level appropriate instruction.
 - Performance and post-assessments will ensure that students have reached the benchmark outcomes by the end of the course.
 - The [Cairn Performance Assessment Toolkit](#) is an excellent resource.
- Develop procedures and protocols to ensure student safety based on CDC and state-level guidance.

Academic Counseling

While assessing the social-emotional needs of students and staff will be a major task for counselors in the 2020-21 school year, they will also provide guidance for academics, college and career planning, and work-based learning opportunities. Counselor involvement is critical to effective planning and adjustments to scheduling, enrollment, delivery of services and communication. Below are recommended actions to take and areas of consideration.

✓ Prepare for enrollment, scheduling and other student services

Due to the unconventional ending of the 2019-20 school year, counselors will play a critical role in ensuring school is able to resume smoothly in August. In particular, managing student schedules and enrollment will be even more challenging with the likelihood of intermittent distance learning.

Additionally, counselors should stay abreast of district decisions regarding work environment to know whether face-to-face or virtual sharing of information is more appropriate to the local context. It may be necessary to reconfigure office space or secure a larger location in the building with better airflow (such as the library) to hold conferences or item pickup (e.g., diplomas, school records). Best practice is to continuously consult CDC guidelines and district protocols regarding social distancing and have plans to provide services in either platform.

The following reminders will help counselors think through their normal job duties in light of the COVID-19 pandemic:

Join OSDE's statewide e-Transcript pilot

Oklahoma's new statewide e-Transcript opportunity is being offered free to districts, beginning with a pilot year in 2020-21 followed by a statewide rollout. Parchment's e-Transcripts are available for all public schools through an OSDE, OKCareerTech and Oklahoma State Regents of Higher Education partnership. Students, families, schools and postsecondary institutions will all benefit as we modernize to a digital transcribing process that will include ICAP portfolios, assist with scholarships and much more.

- **Subject codes** – Use the most recent subject codes when creating courses in the Student Information System (SIS). Updates to PK-8 and high school codes will be available on the [OSDE Accreditation](#) page for school year 2020-21. At a minimum, the SIS should be updated to include the most recent codes on the OSDE Accreditation or [OSDE High School Graduation Resources](#) pages. Contact OSDE's [Office of Curriculum & Instruction](#) with questions about district courses that do not appear to match an existing code.
- **Records** – Consistent and timely communication with sending/receiving schools regarding records is important. Do not delay a student's enrollment because of pending transcripts, grades or other documents from the sending school. Instead, call and confirm that the student is attempting to enroll and assist with any withdrawal processes. This includes providing information necessary for transition into postsecondary opportunities such as the military, college admission or CareerTech.
- **Student transition resources** – Counselors may provide resources for the prevention of “summer melt” (when the postsecondary ambitions of high school graduates “melt” away during summer), paying particular attention to members of the Class of 2020 who are transitioning to college or career. While in-person campus tours might be on hold, Oklahoma colleges and universities invite students to visit their campuses virtually. Sites such as [eCampusTours.com](#), [YouVisit.com](#) and [OKcollegestart.org](#) have gathered links to these tours in one location to share with students and families. Students can visit an institution's website to learn if a virtual tour is available; college recruiters are eager to connect, so contact the college admission office for more options. The [OKEdge](#) website also has resources available for college and career exploration.
- **Staffing** – Determine the additional staff needed to help disseminate information to students if it cannot be done in person. Consider using Google Classroom to share materials with teachers, who can then distribute information to students on schedule change policies, credit checks, ICAP (Individual Career Academic Planning) requirements, CareerTech courses, concurrent enrollment, etc.

To review previous guidance provided by the OSDE regarding enrollment and scheduling, consult COVID-19 Academic Resources on the [Counseling web page](#).



✓ Collaborate with colleges, universities and CareerTech centers about student services

Collaborate with college admissions recruiters and CareerTech counselors to determine how they are communicating with 2020 high school graduates and returning students. Know how their respective institutions plan to offer instruction in the fall. Work together to mitigate decreases in enrollment and encourage students to continue to participate in these postsecondary opportunities. Additionally, keep in mind the following considerations:

- **CareerTech** – Many students have already applied to, interviewed for and received notifications of acceptance to CareerTech programs for the 2020-21 school year. Follow up with them to confirm their plans to attend in the fall. The student's schedule should reflect program enrollment and include specific subject codes. Refer to the most recent list of [CareerTech subject codes](#) to be sure the SIS is updated accordingly. *High schools should not use 9000 level codes for CareerTech courses.* Share with students the type of [academic credit](#) that will be awarded for their CareerTech course.
- **Concurrent enrollment** – To complete enrollment for students (either as concurrent or undergraduate students) in the 2020-21 school year, counselors should check with the higher education [institution](#) for exceptions and flexibilities approved by the Oklahoma State Regents for Higher Education (OSRHE). For summer and fall concurrent admission and enrollment, institutions may use emails from parents and counselors/principals in lieu of original signatures on permission forms. Follow up with students on their FAFSA, OKPromise status and/or other scholarship resources to aid in the transition from high school to college or career.
- **Special populations** – Clearly communicate alternate scheduling or instructional delivery methods for students enrolled in Advanced Placement courses, AVID, athletics or other special programs.

✓ Leverage counselors to help with planning

Counselors will play a key role in supporting the principal and other administrators in planning for reopening. Assess how many counselors are available at a given site and if roles can be distributed equitably to maximize service to staff and students. The following are items for counselors to consider as they assist the district in planning:

- Determine resources used to provide academic guidance to students. Can they be delivered in person and via distance learning?
- Determine the district resources that can be leveraged to support counseling services, including funding (e.g., Title IV or CARES Act) that can be directed toward counseling to support student engagement in academic activities.
- Work with school administrators and use district data to support staff and student technology needs in the event delivery must be continued through digital means.
- Determine the professional development needed to support teachers as they return to work amid a global pandemic. Teachers will need additional support due to the impact of COVID-19 in their own lives and in working with students who may be struggling with trauma and technology issues as a result of the pandemic. The OSDE has prepared many social-emotional



learning (SEL), instructional and technology resources for meeting these needs in a digital learning environment. See the Social-Emotional Learning subsection within the Whole Child & Family Supports section of this document for additional information.

- Collect data on student counseling needs; do not *assume* needs. Administer or utilize existing data from sources such as the Districtwide Student Needs Assessment (in Single Sign-On), senior exit surveys, OSDE Digital Needs Survey or the Oklahoma Prevention Needs Assessment (OPNA). Or create a survey using SurveyMonkey or one similar to this [Student Counseling Needs Assessment](#) in Microsoft Forms and tailor it to assess the immediate needs of your district.

✓ Review student information and learning plans before school opens

Counselors will be critical to helping students have seamless transitions with learning and postsecondary opportunities. Consider establishing teams responsible for each area or class of students to identify gaps in achievement, attendance, discipline, grades, opportunity and resources. Assign staff roles for communicating with students (i.e., advisory teams, outreach teams and postsecondary teams to track Class of 2020 graduates/nongraduates). Evaluate graduation plans, conduct credit checks and communicate with students on these topics once school reopens. In addition, consider the following:

- Revise resources related to transitioning and supporting the Class of 2020 and communicate with graduates and underclassmen participating in advanced programs. Find specific guidance regarding college-readiness assessments, financial aid, concurrent college enrollment and student-athletes in the Graduating, Transitioning and Supporting Seniors document on the [OSDE Counseling](#) web page under COVID-19 Academic Resources.
- Review annual student outcome goals based on student data. These may include graduation rates, course grade completion, college-going rates or SEL concerns.
- Design and implement instruction aligned to [ASCA Mindsets & Behaviors for Student Success](#) in large-group, classroom, small-group and individual settings.
- Develop alternative ways of communicating and share them with the team.
- Administer or utilize existing data from a Districtwide Student Needs Assessment or senior exit survey. Establish clear timelines, roles and responsibilities for data collection and review.

✓ Communicate with all stakeholders about counseling services before school opens

Schools and counselors should communicate plans for access to counseling services (e.g., office hours, setting appointments, in-person communication, what to do in the event of school closure, etc.) to students and families before school opens in August. Additionally, staff should receive professional development, either virtually or in small groups, on items related to delivery of counseling services. In the event that staff changes impact previously made plans, groups/advisory teams can be reorganized.



Reassess procedures and resources once school reopens

School may look different than normal in the fall, and no matter how much schools prepare, plans will need to be reassessed and revised – particularly if a school decides to leverage a different schedule or calendar to incorporate virtual learning days. These changes can strain systems and structures that schools rely on for efficiency. The best strategy is preparing now for what may need to be revisited when school begins.

- Revisit the schedule and make changes based on student enrollment, staffing assignments and delivery of instruction. This includes working with colleges and CareerTechs to determine transportation or device needs for students to remain enrolled in these programs.
- Establish clear procedures for adding and dropping classes. Plans should include submitting of forms, rationale for change, published deadlines, impact on grading and alternate course options.
- Revisit and implement action plans aligned with annual student outcome goals and student data. Revisit and readjust graduation plans based on course completion over the summer. To ensure the Class of 2021 is on track to graduate, graduation checks are critical to making changes to students' academic plans and schedules before the semester has resumed for longer than two weeks.
- Make referrals to school and community resources where appropriate. Work with community partners to provide supports that cannot be provided in the school setting. See the Whole Child & Family Supports section for additional resources.
- Consult with site administration and staff to support student achievement and success.
- Provide appraisal and advisement in large-group, classroom, small-group and individual settings. If your site provides a curriculum for meeting this need, make sure all are aware of the delivery platform and have necessary handouts or logins to access materials.

Communicate with stakeholders when school reopens

As schools implement measures like social distancing, communication is even more critical to ensuring smooth operations. Be intentional about collaborating with families, teachers, administrators, other school staff and education stakeholders. Begin by finding student achievement and success stories to share with the school and community. Additionally, consider the following points of communication:

- Stay in contact with college admissions staff and CareerTech counselors regarding new student enrollment, withdrawals and course delivery options. This includes Class of 2020 graduates as well as returning high school students.
- Share calendars and deadlines online, outside school offices and via school messaging platforms so students and parents are aware of any changes regarding enrollment, building access, office hours and delivery of materials.
- Share with staff, students and parents any local resources available to address transportation, mental health support and physical needs (food, clothing, etc.) that may have resulted from the COVID-19 crisis. These resources can be posted on the school or district website or in letter form via school messaging systems.



- Communicate any additional needs to your administrator as soon as identified. Make no assumptions. Additional resources may be available that can be distributed to support the counseling needs in your school.

College and Career Planning & Transitioning

In light of COVID-19, students and families may experience unique challenges in planning for the future. With the implementation of Individual Career Academic Planning (ICAP), many districts already have college and career readiness systems in place. Even though the ICAP process begins with the Class of 2023, districts should consider using it to serve all students, especially 2020 and 2021 seniors, and to create support and resources needed for postsecondary success.

✓ Reconnect with Individual Career Academic Planning

Individual Career Academic Planning (ICAP) will allow educators to reconnect with students and ensure smooth transitions from grade levels and end-of-year social benchmarks. Although ICAP is a graduation requirement beginning with the Class of 2023, extending the ICAP process to juniors and seniors can give them a personalized roadmap to navigate college or career plans in the midst of COVID-19. The ICAP includes the following components: academic/career planning, goal setting, college and career ready assessments and work-based learning. ICAP items can be completed and monitored via the online tool selected by your district – [OKCareerGuide](#), [OKCollegeStart](#) or other.

Multiple resources exist to support districts in expanding ICAP to new students in a digital learning format located on the [OKEdge](#) website. These include how to start the ICAP process, [assembling an effective ICAP team](#), short tutorials from [OKCollegeStart Trainings](#) or [OKCareerGuide Trainings](#), how to use the free online tools to help students engage in the ICAP process and more.

✓ Ensure a smooth transition for 2020 graduates

Due to the disruption at the end of the school year, 2020 seniors may still need support in beginning their next steps in learning. According to the [Return to School Roadmap](#), schools might consider identifying a small postsecondary response team (PRT) tasked with ensuring all seniors from the Class of 2020 can smoothly transition to college and career. Use [this guide](#) for suggestions on who to include as part of the postsecondary response team.

✓ Review postsecondary support goals for the Class of 2021 and beyond

Amid COVID-19 uncertainties, the Class of 2021 will need careful college and career advising and mentorship. Consider using time within the academic calendar for postsecondary planning during virtual academic instruction. Merging information from the [Return to School Roadmap](#) with existing ICAP teams and resources can provide additional guidance for postsecondary success for the Class of 2021. Using the same ICAP online tool as your freshmen, counselors can convert a portion of class time to advising sessions, and educators can be trained in the case management approach outlined below.

- Develop a plan of action to ensure all seniors from the Class of 2021 have the supports needed to prepare for, and transition to, college and career upon graduation (e.g., ensure they sign up to take the ACT and SAT on a national test date and assist with securing test fee waivers if



needed; work with local CareerTech centers to ensure steps toward career certifications are recovered from closures in spring 2020).

- Assist all students in reconnecting with future plans and career planning (college and CareerTech enrollment) by participating in [virtual college visits](#) and creating career strategies using this [virtual visit guide](#).
- Using [this guide](#), assign a district or school-level PRT (which could be the same as your ICAP team) to expand ICAP to the Class of 2021.

Work-Based Learning & Industry Engagement

COVID-19 has changed the way school districts will plan for the upcoming school year. Starting early will help school leaders make informed decisions, navigate through uncertainty and mitigate the impact future disruptions have on students' opportunities for work-based learning and experiences in the workplace while still in high school. Be sure to leverage existing resources to support students and educators in virtual career learning, including [Staying College & Career Ready – Guidance for Educators and Families](#), participating in a summer [teacher externship](#) and registering for [EngageOK in the Cloud](#). College and career readiness sessions include:

- Academic Counseling: So...What About This?
- Implementing the Individual Career Academic Planning (ICAP) Process
- ICAP: Service Learning vs. Work-Based Learning

✓ Modify service or work-based learning activities

Intermittent school closures may be necessary as a result of COVID-19's impact on schools and communities. It is important to understand that learning must continue, whether in on-site classrooms or virtual environments. As part of their planning process, districts should be mindful of four key considerations regarding work-based learning:

- Designate someone to be a work-based learning coordinator or create a work-based learning sub-team. This individual or sub-team will be responsible for ensuring students have real-world experiences connected to career pathways of interest. If the school district must move to a virtual environment, this individual or sub-team would be responsible for ensuring work-based learning activity packets, [career ladders](#), online career resources ([OKCollegeStart/OKCareerGuide](#)) and industry career curriculum (e.g., [Get Into Energy](#)) are disseminated to students.
- Review [sample activities](#). One component of a student's ICAP involves participation in a service learning and/or work environment (i.e., work-based learning) activity. These experiences allow students to give back to the community, expand their academic and technical learning and better prepare them to be college and career ready. Take time to determine which sample activities could transition into a virtual environment.
- Design a monitoring process. Use a [reflection sheet](#) and/or survey to monitor student progress (in-person or virtually) on college and career readiness activities. These documents should be included within [OKCollegeStart](#), [OKCareerGuide](#) or other electronic student portfolio.



- Develop a backup plan focusing on steps school districts can take to ensure students' work-based learning activities continue in a virtual environment. A few questions to consider include:
 - Who at the school level will reach out to industry and community partners? What will be communicated to industry and community partners about students' work-based learning experiences? How will this be communicated to students? How will students communicate to employers interested in providing these types of experiences? How will assignments be submitted?
 - What work-based learning activity packets will be provided to students? How will students retrieve these packets? How will student progress on work-based learning activities be assessed and monitored? How will quality and rigor of such activities be maintained in a virtual setting? What guidance will be provided to students on navigating digital platforms and online safety?

Strengthen industry and community partnerships

COVID-19 has significantly impacted our economy. Now more than ever, school districts should build industry and community partnerships to help ensure students have access to service or work-based learning experiences.

- Develop an outreach plan.
 - Design a [partnership development/agreement](#) to request local business and community engagement.
 - Draft a [partnership letter](#) to request local business and community engagement.
 - Create a [school partnership calendar](#) to determine monthly activities industry and community partners can participate in with students. Take time to determine which activities could transition into a virtual environment. Share this calendar with current and future partners.
- Use this [tool](#) as a resource to locate employers in your local community who already engage in work-based learning and could be open to secondary opportunities.

Plan work-based learning opportunities for when schools are open and operating

It is important for school districts and students to be well-informed on procedures and expectations for service or work-based learning activities. Key individuals should ensure the school's plan of action is implemented and meet regularly with the work-based learning coordinator and/or sub-team. This will help ensure everyone is aware of the plan if a swift transition to distance learning is required.

Consider the following [tips](#) for service or work-based learning (in-person or virtually):

- Remember school districts and organizations are adjusting to new work procedures and environments.
- Create a safe work environment. When students are at a physical worksite, they should follow [CDC](#) guidelines. If school districts transition to virtual environments, encourage students to find a workspace at home that is away from noise and protects their privacy.



- Keep open lines of communication. Ensure students know their primary contact for work-based learning and what assignments to complete. In a virtual setting, lines of communication are vital. Students need to understand expectations of schools, employers and projects to complete.

Distance Learning

Schools should expect the COVID-19 pandemic to continue to impact instruction throughout the 2020-21 school year. As a result, districts must plan now for intermittent distance learning. Planning could include whole schools, portions of schools or individual students.

Continued learning and academic growth are critical to student well-being, especially at times of disruptions and closures from the virus. Routines and connections with educators provide stability, security and structure that can keep children active, engaged and healthy. Therefore, the OSDE encourages all districts to develop and implement distance learning plans in partnership with teachers, families and local education boards. In addition to the possibility of schoolwide and/or districtwide closures, schools should plan for how they will serve students who may need to be out of school if they or someone in their household contracts coronavirus.

Schools now have an opportunity to move past the circumstances of distance learning this past school year and begin to rethink their school's design in a way that will not only help mitigate further disruptions, but also potentially provide a richer educational experience for students. This section focuses on guidance for developing, implementing and sustaining distance learning options as determined by local districts.

✓ Identify ways to improve on delivery of distance learning from spring 2020

There are a wide variety of tools available for distance learning, and many are at no cost to educators. When developing models, districts should focus on the quality and simplicity of resources and technology and the needs of students and staff. Planning must begin by reflecting on the successes and challenges of prior implementation of distance learning, reviewing devices and connectivity, ensuring that appropriate policies and staffing are in place and determining if the needs of students are being met.

District leaders should also reach out to neighboring districts to learn from their experiences. They can then use that information to refine operational practices such as revisiting connectivity surveys, reviewing technology plans, assessing infrastructure, identifying students' technology needs and ensuring security practices are in place to counter the possibility of a breach in confidentiality of online platforms.

✓ Integrate devices and connectivity

It is increasingly imperative that students have access to technology, including devices and the internet. To assist schools, students and families with access to technology for integration in instructional services, districts should review connectivity options and available solutions for individual students' homes. With the high demand for devices and connectivity, it will be necessary for districts to quickly identify a supply chain to meet their needs. Common considerations will include:

Integrate your student roster with Google Classroom

The OSDE will offer an opt-in service to allow districts, **at no cost**, to integrate their student information systems (SIS) and G-suite, specifically Google Classroom. Using data already sent to OSDE via its student information data system, the agency can populate rostering data to Google Classroom. The service will also receive assignment and grading data from Google and make it available for SIS vendors to integrate back into their own systems. Additional details coming soon.

- Amount of student and teacher access to devices and internet connectivity
- The platforms (e.g., Zoom, Google Classroom, teacher-directed phone call through Google Voice or other free resources) that are available and easily accessible to students and teachers
- Low-cost methods of remote learning that can be accessed on the widest possible variety of technology platforms.

✓ Prepare information technology (IT) staff for digital instruction

Implementation of distance learning will require district and school leaders to collaborate closely with IT staff. In doing so, it is important to keep the following in mind:

- Determine the resources needed to integrate and support the increase in devices and technology applications.
- Add IT staff if necessary to ensure a sufficient ratio of technical staff to system users.
- Prioritize sound IT security practices to counter possible breaches in confidentiality and privacy.
- Ensure IT staff review privacy policies of online learning providers to ensure consistency with state and federal privacy laws.

✓ Increase internet access where possible

While devices are important in any distance learning model, many Oklahoma families do not have a reliable internet connection. This lack of connectivity prevents students, and in some cases teachers, from engaging in distance learning and must be addressed before implementing a distance-learning delivery model. The OSDE and an array of stakeholders continue to explore the option of delivering Wi-Fi to homes. Consideration should be given to potential partnerships between districts and local broadband providers.

Get free Wi-Fi hotspots with low monthly rate

The OSDE will invest a portion of the state Elementary and Secondary School Emergency Relief (ESSER) funds to provide a large number of Wi-Fi hotspots to districts **at no cost**. Districts will be required to submit an application and cover the monthly cost of the service per device at a deeply discounted rate. Supplies are limited. Additional details coming soon.

To further complicate this “digital divide,” a global device shortage and interruptions to the supply chain have delayed new device acquisitions in some instances. As a result, public schools may consider leveraging existing family-owned devices so students who have access to Bring Your Own Devices (BYOD) can have immediate continuity of learning.

In any implementation of digital learning, it is imperative that student privacy and security be maintained. Districts should consider the age and functionality of devices and potential costs of ongoing maintenance and device replacement when developing budgets. Additional considerations specific to devices, privacy and confidentiality include:

- Review applicable laws and regulations, including the [Children’s Internet Protection Act](#).
- Outline acquisition, transportation and use of devices by students in district policy. Any school that receives E-rate discounts is required to have technology protection measures that filter and monitor for inappropriate online content. Therefore, devices distributed to students must have filtering technology.
- Ask parents or guardians to review any information an online platform collects about the student or user.
- Use the invitation option or password option when using videoconferencing tools to ensure only those invited have access.
- Review the Privacy Technical Assistance Center’s [guidance](#) for more information about online learning.

For additional information, refer to the Social Media & Cybersecurity section of OSDE’s [Coronavirus/COVID-19: FAQs for Oklahoma Public Schools](#).



Consider instructional options and delivery approaches for continuous learning

Districts exploring possible scenarios for the 2020-21 school year should pair a delivery approach for continuous learning with each scenario and communicate them to teachers, staff, families and students. These may include:

- Virtual model – More frequent in high school or in 1:1 device contexts; similar to online courses
 - Instructional delivery takes place on a digital platform (can be whole group or small group).
 - Students log on virtually at a given time to participate in the lesson in live time.
 - Students complete follow-up work and submit assignments electronically.
 - Teacher monitors student work through the platform.
- Traditional Model – More frequent in larger school systems with students in diverse contexts
 - Students use hard copy textbooks or work packets.
 - Teachers make group or individual calls (typically phone calls) to students to check in on work.
 - Teachers maintain records of student completion of work independently at the end of the period (day, week or otherwise as defined in local policy).
- Blended Model – More frequent when at least half of the student population has internet access
 - “Class” is held on a digital/video platform (i.e., Zoom, Skype, Google Hangouts).
 - Students submit homework/classwork to teachers through a variety of channels (i.e., texting pictures, uploading to Google Drive, OneNote).
 - Teachers track and record student completion and mastery (i.e., daily grade) through an electronic gradebook or student information system.
 - Teachers maintain an open electronic chat function with students (i.e., private Facebook group, Google Groups) throughout the day.
 - Teachers check in one-on-one with a group of students or students who were not able to join the class through various channels (i.e., phone, FaceTime) to review their homework, talk through questions, prepare them for the next set of assignments and ensure they are still progressing.
 - Other possible solutions are teacher-created packets, workbooks, textbooks, etc. These could be used in conjunction with Zoom meetings and virtual teacher check-ins via email, phone calls or text messages.

None of these delivery approaches are mutually exclusive. For example, in the traditional approach, packets or workbooks can be supplemented and used in conjunction with Zoom meetings or virtual teacher check-ins (via email, phone calls and texts) in accordance with district policy. Further, these delivery approaches are not intended to *replace* the models mentioned previously (on-site, distance and blended) but rather to *supplement* these models with more specifics relating to distance

Attend EngageOK in the Cloud

Mark your calendars for July 15-17 for the OSDE's summer conference for professional development. This time, thousands of educators won't have to leave home. To ensure the safety of all participants, **EngageOK in the Cloud** is going virtual this year, with 30 presentations and workshops on a host of subjects, including meeting the needs of at-risk students, early reading, new Oklahoma academic standards for science and fine arts, dyslexia, trauma-informed instruction, ICAP, supports for children with challenging behavior and much more. *All sessions are free*, but registration is required at [EngageOK in the Cloud web page](#).

learning. Regardless of the model, students will want and need a daily touchpoint to support their emotional well-being and learning.

With these possible scenarios, distance learning needs will vary from district to district. Each district should identify instructional delivery methods that work best in their context and determine how these models fit with their curriculum. The following are possible next steps:

- Assess what curriculum options currently exist across each applicable delivery approach. Reference and utilize the Plan for Instruction subsection in this section in addition to curriculum guides and frameworks.
- Decide on a learning management system and/or a content management system for curriculum management and delivery. A learning management system (LMS) is an online access point for lesson plans, virtual content and instructional tools. With an LMS, teachers typically create their own lessons, tests and additional content and deliver them via the internet. By contrast, a content management system (CMS) is a curriculum that aligns with Oklahoma academic standards designed by online providers and accessed through a single online entry point. These systems track student progress and can be modified and amended by teachers.

Professional Development

Oklahoma school districts planning for the new school year should work on a comprehensive professional development plan based on data-driven, evidence-based and identified needs of staff that provides professional learning opportunities regardless of potential facility closures. In developing these plans, districts should take into consideration the health and safety of staff, delivery options and ways to transition content to online formats while accounting for laws and regulations around content and privacy.

Access OKEdge virtual learning community

The OKEdge virtual learning community for educators provides topical learning modules and professional networking opportunities, including relevant resources and training related to the CDC's COVID-19 guidance, safe reopening, connecting with staff and students and distance learning. This virtual platform provides specific guidance on instructional delivery options through:

- Distance learning days planned within a school calendar
- Distance learning days for an extended school closure
- Blended/virtual programs within a traditional school setting

The distance learning modules offer interactive guidance in the form of short videos with embedded resources that enable educators across the state to learn, collaborate and share best practices. Visit osdeconnect.ok.gov for more information.

Plan for professional development for teachers and staff

School staff should receive training on distance learning protocols and methods, including how and when this method of instructional delivery should be used, how it fits into the instructional calendar and how to record attendance and absences. Districts should also review policies (e.g., attendance, staffing requirements, grading, device management, content filtering, etc.) to support ongoing distance learning. Regardless of the instructional delivery method selected, professional development should be aligned with instructional practices for each model.

Additional professional development topics to consider:

- How to secure available COVID-19 resources in the district and community
- Ensuring staff have access to data, including health and learning data, to develop and implement differentiation strategies
- Individualizing responses on the impact of COVID-19 and social isolation and how that may influence students, staff and families
- Engaging with students and families during a crisis
- Ensuring internet safety and protection against cyberattacks and cyberbullying



Provide teachers opportunities to collaboratively plan

Teachers need opportunities to collaborate and gain needed professional development as they prepare to deliver instruction in new ways. Consider the following in regard to professional development:

- Meet across and within grade levels to plan for instruction and develop strategies for adjusting existing curriculum to support distance learning.
- Assist educators with diagnosing unfinished learning and “just in time” instructional support to fill potential gaps in student learning.
- Gain professional development on learning management systems (LMS) or content management systems (CMS) that districts currently use or plan to use in the 2020-21 school year.
- Gain professional development on social-emotional and trauma-informed instruction to ensure students feel safe and understood in the learning environment.

The OSDE continues to support district professional learning needs through the annual statewide conference EngageOK in the Cloud and the OKEdge virtual learning community.

Consider allowing accommodations for at-risk teaching staff when possible

Districts should identify staff members vulnerable to complications from COVID-19 and consider options and policies to allow them to remotely perform tasks to support distance learning instructional needs. This might include the opportunity for them to teach remotely or in a larger classroom that better accommodates social distancing. If staff members teach remotely, it is important to offer them training on platforms, curriculum and additional supports to students. For more information, reference the School Personnel section of this document.



Whole Child & Family Supports



WHOLE CHILD & FAMILY SUPPORTS

The COVID-19 pandemic and its myriad societal reverberations have been traumatizing for millions of people, adults and children alike. It is important to understand the implications of stress and anxiety on children of every age; they can affect attention, decision-making and learning.

Social-Emotional Learning & Mental Health

✓ Plan to support social-emotional learning (SEL)

School districts can instill protective factors in their students and subsequently strengthen student mental health and overall functioning by developing a plan to support social-emotional learning. The COVID-19 pandemic has affected the well-being of students and their families, teachers and school staff. When considering a comprehensive SEL plan, districts should be mindful of four key considerations:

- Take time to build partnerships, deepen understanding and plan for SEL. By prioritizing SEL and the needs and concerns of all students and families, school leaders can navigate transitions and strengthen partnerships for teaching and learning.
- Design opportunities for adults to connect, heal and cultivate their own SEL competencies and capacity. By creating time, space and working conditions that help adults feel connected, empowered, supported and valued, school leaders can help cultivate adults' SEL and overall well-being.
- Create emotionally and physically safe, supportive and engaging learning environments that promote all students' social and emotional development. The pandemic has elevated the role of leaders in creating conditions that help students practice empathy, create social bonds across distance and adapt to new learning experiences.
- Use data as an opportunity to deepen relationships and continuously improve support for students, families and staff. This includes elevating their perspectives, addressing challenges and building upon successes.

Districts can access the Collaborative for Academic, Social and Emotional Learning's (CASEL) [brief reopening guidance](#) that outlines steps to accomplish these considerations. As the national expert in SEL, CASEL is developing a [comprehensive toolkit for SEL implementation](#) during reopening that will be available mid-June.

✓ Consider school-level outreach to at-risk students

Before school resumes, school administrators, teachers and mental health practitioners (school counselors, school psychologists and/or school social workers) should meet to determine students who might be at risk for needing mental health support.

Because not all students will be identified through school staff meetings, a universal mental health screening tool is important. From this screening, a [multi-tiered system of support for mental health](#) should be used to determine the level of support students need based on their unique crisis experiences, ability to identify their own positive coping strategies and ability to adjust to a “new normal.”



If additional assistance is needed, referral to an outside therapist for ongoing therapy may be necessary. The school may decide to use a [private practitioner questionnaire](#) and collect agency/private therapist names and expertise, adding them to a resource list. Schools can also utilize these resources to assess students who are at risk:

- [Psychological Trauma Risk Checklist Handout 9](#)
- [Private Practitioner Referral Questionnaire Handout 11](#)
- [Psychological Triage Summary Sheet Handout 15](#)

✓ Consider mental health access and support for students

Mental health screenings are a key part of youth mental health. Approximately [50% of lifetime mental health conditions begin by age 14 and 75% by age 24](#), according to the National Alliance on Mental Illness. At the same time, the average delay between when symptoms first appear and intervention is approximately [11 years](#). Mental health screenings allow for early identification and intervention and help bridge the gap. Early identification and treatment, in turn, lead to better outcomes. Moreover, early treatment may lessen long-term disability and prevent years of suffering.

Mental health screenings in schools allow staff to identify mental health conditions early and connect students with help. School staff should be able to recognize early warning signs and refer students who display them for screening. They should also be trained to work with the community mental health system and to discuss mental health concerns with families.

Other benefits to mental health screening include:

- Helping identify students at risk for poor outcomes
- Assisting in identification of students who may need targeted supports
- Informing decisions about needed services for all students
- Identifying students' personal strengths/wellness and risk factors/emotional distress
- Helping assess effectiveness of universal social-emotional learning curricula
- Potentially reducing office discipline referrals as students' social-emotional needs are addressed

The following are considerations for implementing mental health screenings:

- First, do no harm.
- Obtain informed consent.
 - Screening should be a voluntary process, except in emergency situations that preclude obtaining consent prior to screening. In these circumstances, consent should be obtained as soon as possible.
 - Informed consent for screening a student should be obtained from parents, guardians or the entity with legal custody of the student. Clear, written procedures for requesting consent and notifying parents/guardians and students of the results of early identification activities should be available.



- Use a scientifically sound screening process.
 - All screening instruments should be shown to be valid and reliable in identifying students in need of further assessment.
 - Screening must be developmentally, age, gender and racially/ethnically/culturally appropriate for the student to the greatest extent possible.
 - Early identification procedures and approaches should respect and take into consideration the norms, languages and cultures of communities and families.
 - Any person conducting screening and involved with its process should be qualified and appropriately trained.
- Safeguard the screening information and ensure its appropriate use.
 - Screening identifies only the possibility of a problem and should never be used to make a diagnosis or label a student.
 - Confidentiality must be appropriately ensured and limits to confidentiality clearly shared within the scope of obtaining informed consent/assent (e.g., when immediate steps must be taken to protect life in an emergency situation).
- Link to assessment and treatment services.
 - If problems are detected, screening must be followed by notifying parents, students, guardians or the individual with legal custody.
 - Results should be explained and a referral offered for an appropriate, in-depth assessment conducted by trained personnel with linkages to appropriate services and supports.

Establish ongoing reporting protocols and provide ongoing counseling as needed

Each site within a district should consider forming a mental health intervention team (MHIT) of certified teachers, certified school counselors, licensed mental health professionals and school administrators. This team should be a small but diverse group invested in the improvement of interventions for chronic stress and mental health among students. The goal of this team is to review office discipline referral (ODR) data and mental health screening data to help drive decisions for all students.

The MHIT should meet at least monthly to evaluate the goals and objectives of mental health interventions at all levels within the school in order to enhance practices and implementation. These site teams, in collaboration with other MHITs within the district, should focus on finding evidence-based training opportunities for site staff. This emphasis is crucial to strengthening understanding and implementation of a safe space for all students. These teams also help increase community buy-in and reduce stigma within their communities regarding mental health.

After implementation of the screening tool, the mental health intervention team will engage in data collection, analysis and follow-up according to their individualized plans. Follow-up may include further evaluation and monitoring for students with elevated needs and additional screening at different points during the school year and subsequent school years. As emphasized by the National



Center for School Mental Health, it is imperative that students identified as high risk to themselves or others receive follow-up the same day of their identification.

Tracking and referral documentation forms and procedures should be in place to link students to outside community resources such as mental health agencies and local licensed mental health providers. Districts should formulate written procedures for addressing student mental health crisis situations, including partnering with local law enforcement, the Oklahoma Department of Human Services and other community entities to streamline access and referral to resources in times of heightened need.

Continuous training is vital for educators and community members who teach coping and problem-solving skills to students through social-emotional learning programs and improving parent skills through family relationship programs.

Each district should develop a community resource list that outlines available needs-based local resources and ensure it is available on all media platforms and provided to students and families throughout the school year.

Assess student protective factors

In light of rising unemployment rates and numerous other factors related to the global pandemic, schools should effectively plan for response efforts by conducting “triage” activities that match student support needs to planned interventions. One of the first triage activities to guide this work may include [assessing students’ protective factors](#).

- Ensure that student and family basic needs are met, including:
 - Shelter
 - Sustenance
 - Clothing
 - Physical and psychological safety
- Assess internal resiliency factors:
 - Healthy coping styles
 - Age-appropriate emotional regulation skills
 - Good problem-solving skills
- Assess external resiliency factors that can help build or hinder the development of resilience, such as violence, alcoholism, mental illness, poverty or isolation.
- Assess social factors:
 - Peers
 - Access to social supports
 - Perception of lack of social support



- It is important to remember that subjective impressions of access to resources are more important than actual exposure. Also, teams should remember that adult reactions are important in influencing student perceptions.
- Those who are assessed to have access to numerous and/or high-quality individual resources are more likely to need fewer supports than those without access. Assessing these variables with available data prior to reopening will result in efficient follow-up triage activities and service delivery matched to need.

Establish a crisis response team

To effectively address the crisis response and recovery phases related to COVID-19 and successfully implement a comprehensive safety approach for other potential hazard- and threat-based crises, schools should establish a crisis team to address **overall school safety** and climate.

School crisis teams should set the tone and direction for safe school initiatives and focus on proactive prevention and mitigation initiatives and programming. Some considerations for crisis team selection include:

- Representation of academic, social-emotional, medical/nursing, safety and technology departments
- Leadership abilities and personality characteristics, including:
 - Influential among peers/colleagues
 - Well-respected
 - Open-minded
 - Ability to remain calm
 - Good decision-making skills
 - Reliable

The purpose of comprehensive crisis and safety plans includes:

- Linking school climate, related safety issues and prevention efforts to academic and social-emotional programming
- Emphasizing comprehensive approaches that are multi-phase, multi-hazard, multi-agency and multi-tiered (M-PHAT)
- Driving prevention programs, safety planning and professional development
- Providing collaboration
- Offering a framework for programming sustainability

The core functions of a school crisis team include:

- Providing safety and crisis leadership
- Developing comprehensive safety and crisis plans
- Providing all staff with needed support and training

Utilize support from the OSDE Crisis Team

Through a U.S. Department of Justice grant, the OSDE supports a statewide crisis response team and multi-tiered crisis response framework. The OSDE Crisis Team works with districts to develop crisis preparedness and response plans for both hazard- and threat-based crises. In addition to providing technical assistance to schools, the Crisis Team responds to districts to provide support in the event of a death of a student, staff member or community member.

- Facilitating the sustainability of ongoing schoolwide comprehensive safety and climate plans
- Conducting needs, process and outcome assessments

The goals of a comprehensive safety plan include:

- Using data-based decision-making
- Ensuring common language, vision and training
- Developing comprehensive crisis plans
- Addressing physical and psychological safety
- Ensuring legal requirements regarding school safety are met
- Incorporating input from key stakeholders
- Linking district and school safety initiatives and plans
- Helping distribute responsibility for sustaining safety efforts

Develop a direct communication channel

The U.S. Department of Education's [Guide for Developing High-Quality School Emergency Operations Plans](#) (2013) recommends that the Emergency Operations Plan (EOP) include a designated public information officer and liaison officer. Those designated to lead LEAs in the collection of information, analysis and dissemination of facts in a crisis situation can also be deployed for any school-community communication. When districts are developing a communication channel prior to the start of school, the following steps should be considered:

- Designate a public information officer to collect and share information with the media and community.
- Designate a liaison officer to collect and share information with agencies assisting in crisis response efforts.



- Verify facts. The public information officer and liaison officer jointly determine the accuracy of information and how to provide it to the school community.
- Develop a crisis notification channel (email, website, social media, etc.) in advance to ensure caregivers receive information immediately after a crisis occurs. A template can be used until specific facts have been verified. This communication is critical and should include crisis facts, dispelling rumors, information for common reactions, coping strategy guidance and resource availability, as identified in [Responding to COVID-19: Brief Action Steps for School Crisis Response Teams](#).
- Notify the school community, including school administration, staff, students, caregivers and the larger community. Notification should include steps the school is taking to ensure safety.
- Ensure that the public information officer establishes communication channels with the community and media.
- Provide ongoing communication with the school community with updated information and the school's response plans.

Consider procuring additional mental health assessments

In examining crisis response and recovery efforts, three main tasks should be completed to ensure a [safe and successful school](#) environment. The first is to evaluate school and student needs (i.e., needs assessment). A needs assessment helps identify needed resources and ensures long-term recovery. Once needs are identified, the school must find ways to address them with specific strategies to be implemented with fidelity. The final task is to determine the overall recovery objectives and ensure, using the data collected, that those objectives were met.

Potential needs assessments could answer some of the following questions:

- What screening tools can be utilized in my school?
 - In addition to guidance for evaluating the mental health needs of staff, the OSDE's partners at WestEd are developing guidance for districts to assist in the selection of evidence-based needs assessments for students. Once developed, information regarding this tool will be sent via the Administrator and Counseling newsletters.
- Which school and non-school personnel have the training to provide crisis intervention?
- What are [indicators of or risk factors for traumatic stress](#)? How can I get these resources to those who need them?
- What [community-based partners](#) can provide more intensive support? State-level resources include:
 - [Oklahoma State Department of Education – Counseling Office](#)
 - [Oklahoma State Department of Education – Crisis Team](#)
 - [Oklahoma Department of Mental Health and Substance Abuse Services](#)
 - [Oklahoma Human Services – Be a Neighbor Program](#)



✓ Provide resources for staff self-care

The OSDE is working closely with the regional comprehensive center, WestEd, to develop guidance for districts regarding best practices on how to evaluate staff mental health readiness. WestEd is also developing an adult SEL toolkit to help districts support their staff previous to and upon reopening. Once developed, information regarding this tool will be sent via the Administrator and Counseling newsletters.

It is particularly important for teachers and education professionals to engage in self-care practices to ensure that they are physically and emotionally able to support students and families. Self-care, especially during a crisis, is essential and an ethical responsibility. During times of stress, self-care is often overlooked or misunderstood. Self-indulgence or unhealthy coping habits should not be mistaken for self-care. The [OSDE Self-Care for Educators](#) guidance includes numerous resources to help promote personal wellness.

Family & Community Engagement

Family and community engagement is a shared responsibility among families, educators and the community to build relationships that support a child's learning and growth from birth through college and career. Engaging families is essential during this period of reopening school buildings and planning for the potential of continued disruptions to instruction. [Engaging Families in Reopening Our Schools](#) provides a framework outlining four key opportunities for family engagement that school leaders should focus on to ensure success.

✓ Communicate with families and caregivers

Providing information about a school's crisis plan to families in advance of the new school year or a crisis situation will help ease fears and anxiety. Schools can effectively convey such information in their school handbook, newsletter or on [social media](#). The ultimate goal of communicating this information is to share facts and dispel rumors; share [common crisis reactions](#); provide coping and self-care strategies; and share available resources, including [FAQs for Oklahoma Public Schools](#), [Tools to Teach](#) and [Building Relationships, Hope and Resilience](#).

An effective communication plan includes:

- Reassurance of students' [physical health and perceptions of safety and security](#)
- The school's plan for crisis response including [sample action steps](#)
- An established [reunification plan](#) for which staff have already been trained



Virtual School Counseling

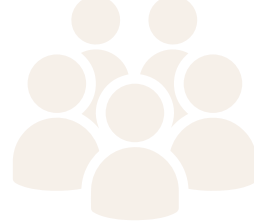
School counselors should be mindful of district guidance regarding approved virtual distance learning platforms. Before any action is taken, counselors should consult with their district about any guidance parameters to ensure their actions align with school and district mandates.

The following are considerations for school counselors doing virtual counseling:

- Consider how ethical and legal obligations inform the virtual school counseling strategy (See the American School Counselors Association [Ethical Standards](#)).
- Recognize and mitigate the limitations of virtual school counselor confidentiality, which may include unintended viewers or recipients, and take steps to ensure confidentiality in the virtual space.
- Be mindful that counselors have no control over the student's virtual space.
- Educate students on how to participate in the virtual school counseling relationship to minimize and prevent potential misunderstandings due to lack of verbal cues and difficulty reading body language or other visual cues that provide contextual meaning to the school counseling process relationship.
- Implement procedures for students to follow in emergency and non-emergency situations when the school counselor is not available.
- To the extent possible, counselors must inform the student and parent/guardian of the benefits and limitations of virtual school counseling.



School Personnel



SCHOOL PERSONNEL

The COVID-19 crisis has posed a host of personnel issues, including questions surrounding teacher certification, sick leave, staffing levels and compensation during school closures. This section provides important information that school districts should consider before the 2020-21 school year.

Plan for adaptive staffing during distance learning

As Oklahoma continues to monitor and respond to the coronavirus pandemic, it may be necessary for schools to be closed at some point during the 2020-21 school year. When school facilities close, the work of educators does not stop. School districts must ensure students continue to receive nutritious meals and access to equitable learning opportunities. Among the challenges leaders must navigate during distance learning are determining which functions are essential during a closure and how to create a staffing plan that supports those essential functions.


At minimum, essential functions should include providing meal services, making high-quality distance learning available to all students, processing payments to vendors and employees and ensuring buildings remain secure and in good repair.

The following will support staffing decisions related to these functions:

- Districts should determine which employees will be involved in each of the essential functions and whether they will be able to work remotely or if their presence will be needed on-site.
- Districts should discuss these matters with human resources staff and/or legal counsel to determine how to direct staff in keeping with policies and procedures, contracts and bargaining agreements.
- Additional matters to consider are employee pay during a closure, including for individuals unable to work remotely, and payment to employees for time and a half or hazard pay for services during extenuating circumstances caused by the pandemic.

Leadership teams should create a staffing plan that is adaptive to current local circumstances and will enable the district to continue providing essential functions. These plans should include:

- Where employees should report during the closure (e.g., building, central office, home)
- To whom the employee should report during the closure
- Which duties employees will be expected to conduct during their work time, including how instructional staff can be utilized to support students with disabilities in accessing high-quality instruction and materials through distance learning
- What flexibilities are provided to employees who need childcare or have other individuals under their care, and those who have been exposed to the virus, are at risk or otherwise should not come on-site for the performance of duties (e.g., providing ability to work remotely or under flexible work conditions and hours)
- How employees will be supported, including in duties that can be completed on-site and remotely to support continuation of operations (e.g., preparing for delivery of instruction via multiple models)

- 
- How best to effectively communicate these considerations, including when, where and by whom job duties will be performed, with the understanding and expectation that requirements for staffing may change and certain staff may be asked to report or not report, depending on extenuating circumstances

Although normal staff activities may resume June 1 as the state enters [Phase 3 of the Open Up and Recover Safely \(OURS\) plan](#), social distancing and cleaning protocols are still encouraged. While districts have broad authority over employee work schedules and employees are obligated to fulfill their contracts, districts are encouraged to accommodate staff members in this category to the extent practicable. See [COVID-19 and the Family and Medical Leave Act Questions and Answers](#).

Plan for employees who may be exposed or test positive for coronavirus

Employees who test positive for the virus or have a member of their household test positive for the virus will be required to be isolated and prohibited from returning to school until meeting the U.S. Centers for Disease Control and Prevention (CDC) [requirements for being around others](#).

Individuals who believe or know they had COVID-19, and have had symptoms, may not be around others until all the following conditions have been met:

- 3 days with no fever
- [Symptoms](#) improved
- 10 days since symptoms first appeared

Individuals who have tested positive for COVID-19, but have had no symptoms, may not be around others until:

- 10 days have passed since being tested

Individuals who have had close contact with someone who has tested positive for COVID-19 may not be around others until:

- 14 days after exposure

Review and revise staff leave policies as needed

Each school district is required to have a policy in place for provision of sick leave for all teachers, administrators and support employees employed in the district and to pay teachers the full amount of their contract salaries during any absence for sick leave. See 70 O.S. § 6-104. At a minimum, school districts must provide each teacher with 10 days of sick leave per year, a minimum of three days for personal leave and emergency leave as determined by the district board of education.

Support employees earn a day of sick leave for each month worked. The “day” for support employees equals the number of hours worked. Support employees earn personal leave and emergency leave in accordance with local policies. Unused sick leave is cumulative up to a total of 60 days. Local district policies may allow cumulative leave beyond the 60 days provided in statute.



Districts have several options at their disposal for staff leave time in the event of the above scenarios. As with any other illness, the employee's available sick leave may be used during the isolation and recovery period related to COVID-19. The district may also place the employee on administrative leave for the period they are required to stay at home due to exposure. In this case, the employee will receive all pay and benefits.

Local school districts have the authority to grant additional leave time to employees. Districts may award up to 10 days of emergency leave and an additional 10 days of sick leave. In the current context, districts are encouraged to use any flexibility available under their own authority to assist employees in observing the appropriate isolation or recovery period.

For employees who exhaust sick leave, local school districts may have policies that grant leave-sharing to individual employees, or the district may have a sick leave bank. If an employee has exhausted sick leave and is not approved for leave sharing, state law mandates that teachers be provided an additional 20 days of leave for personal illness less the amount:

- Actually paid to a certified substitute teacher if a certified substitute is hired; or
- Normally paid to a certified substitute if a certified substitute teacher is not hired (*See 70 O.S. § 6-104.5*)

This leave applies only to teachers per the referenced statute.

Districts should also remember that they assured OSDE, as a condition of receiving funds from the CARES Act, that they would to the greatest extent practicable continue to pay employees and contractors during any disruption or closures related to coronavirus.

Finally, districts that negotiate with a bargaining unit are encouraged to include provisions for additional leave time in bargaining negotiations for the upcoming school year.

Consider liability protections

School districts that are preparing to reopen and have individuals entering facilities will have questions about liability as a result of real or perceived exposure to COVID-19. While districts should always consult independent legal counsel prior to taking action or enacting a policy relating to the reopening of facilities for patrons to enter, access and engage with others, this section will address one new and additional existing protections against liability.

Senate Bill 1946, an outcome of the 2020 legislative session with an effective date of May 21, 2020, provides immunity for certain individual claims in state court relating to alleged exposure to COVID-19. To be eligible for this defense, a business or individual must have been following applicable state or federal guidance for COVID-19 at the time of the alleged exposure. Applicable guidance includes written guidelines from the CDC, the Occupational Safety and Health Administration (OSHA) of the Department of Labor, the Oklahoma State Department of Health, the Oklahoma Department of Commerce ([OURS plan](#), included), that from any other agency, board or commission, state or federal regulations or an applicable executive order. Several important notes regarding SB 1946:



- The exemptions afforded in SB 1946 apply to a person or agents of a person conducting business in this state, and “person” is defined as an “individual, firm, partnership, corporation or association.” The Legislature recognizes every school district to be a corporate body possessing the same powers of a corporation for public purposes and business, and therefore 1946 can apply to school districts. *See* 70 O.S. Sec. 5-105. Additionally, because SB 1946 applies to individuals and agents who are acting on behalf of a “person” (i.e., a school district for purposes of SB 1946) the exemptions afforded under SB 1946 would therefore extend to employees acting within the scope of their employment at a school district. Further, these exemptions may also extend to individuals who are acting in the capacity of serving as a board member, volunteer or agent of a district or private association in the state.
- For the exemptions from liability provided through SB 1946 to apply, school districts and individuals must be complying with COVID-19 guidance; the law only protects an individual or school district that is adhering to guidance or acting consistent with the applicable guidelines.

In addition to the protections afforded through SB 1946 to individuals, the Oklahoma Governmental Tort Claims Act (GTCA) also affords protections to school districts that may face a claim relating to alleged or potential exposure to COVID-19. Note: the examples provided below are in no way an assertion that they apply to any or all claims against individuals or school districts relating to COVID-19 or the use of school property. Rather, they are only examples of applications of exemptions provided under the GTCA. With that in mind, under the GTCA, school districts are exempt from liability for claims or loss resulting from the following:

- Acts or omissions done in conformance with then-current recognized standards
- Adoption or enforcement of or failure to adopt or enforce a law, whether valid or invalid, including, any statute, charter provision, ordinance, resolution, rule, regulation or written policy
- Performance of or failure to exercise or perform any act or service which is in the discretion of the state or political subdivision or its employees
- Participation in any activity approved by a local board of education and held within a building or on the grounds of the school district served by that local board of education before or after normal school hours or on weekends
- Use of indoor or outdoor school property and facilities made available for public recreation before or after normal school hours or on weekends or school vacations, except those claims resulting from willful and wanton acts of negligence
- Use of a public facility opened to the general public during an emergency

While the applicability of these exemptions may vary based on the facts and circumstances of each situation, OSDE is providing these as examples of potential causes for exemption from claims regarding exposure or potential exposure to COVID-19. In all situations resulting in a claim or threat of a claim, individuals and school districts should engage independent legal advice, including



retained legal counsel.

Plan for teacher certification

Although the OSDE teacher certification office was physically closed as a result of COVID-19, the agency has continued to receive and process applications for certification. Applications for new certificates, renewals and requests to add areas of certification may continue to be submitted online. Office staff are available to assist applicants, certified educators and others with inquiries related to certification.

Unless Governor Stitt's executive order is extended, all occupational licenses (including teaching certificates) that previously expired between March 17, 2020, and May 30, 2020, will expire June 13, 2020. However, if the order expires, legal guidelines are in place to prevent the lapse of a certificate as a result of delays and disruptions due to COVID-19. The effective renewal date for all standard certificates is July 1 of the calendar year in which the renewal application is received. In other words, even if a renewal application is submitted by December 31 of the year in which the certificate lapsed, the certificate may be renewed with an effective date of July 1 in that same year it expired. *See* Oklahoma Administrative Code 210:20-9-95(b).

The OSDE is now accepting and processing requests from districts for emergency certificates for the 2020-21 school year. When pursuing emergency certification, districts are reminded of the following requirements:

- In order to receive an emergency certification, a district must document substantial efforts to employ a teacher who holds a current non-emergency certificate.
- If a district is unable to hire an individual meeting this criteria, the district must document efforts to employ an individual with a non-emergency certificate in another curricular area who has academic preparation in the field of need. Only after these alternatives have been exhausted can the district submit an individual for emergency certification.
- To be considered for recommendation to the State Board, districts must submit a completed application and all required supporting documentation to the OSDE Office of Certification at least 14 calendar days prior to the next scheduled State Board meeting.

Last year, the OSDE and the State Board of Education issued **guidance** to clarify and set forth the conditions under which an emergency certificate would be considered for approval. Administrative rule previously limited the length of an emergency certificate to two years, but the State Board adopted an emergency rule at its March 25 meeting to allow for a third-year emergency certificate, provided requirements were met. The emergency rule allows the State Board to renew the emergency certificate of an individual who has been employed by a school district for at least two years if the following criteria are met:

- The individual has been granted an emergency certificate for two years.
- The individual has not successfully completed the competency examinations required by this section.
- The individual submits a portfolio of work to the State Board of Education, which includes



evidence of progress toward standard certification.

- The employing school district board of education agrees to renew the individual's contract to teach for the ensuing fiscal year.
- The superintendent of the employing school district submits to the State Board of Education the reason the emergency certificate should be renewed and provides evidence of the district's inability to hire a teacher who holds a standard certificate.

Since the adoption of the emergency rule, Senate Bill 1115, which contains similar language, has been signed into law. Senate Bill 1115 becomes effective November 1, 2020.

Additionally, at its April 23, 2020, meeting, the State Board of Education granted the Oklahoma State Department of Education authority to issue a one-time, non-renewable temporary certificate during the 2020-21 school year to applicants who sustained disruptions to their certification pathway as a result of COVID-19. There are various [options and processes](#) available to those who need to pursue this temporary certificate. **Note:** Applicants for this certificate must not have any disqualifying circumstances in relation to their determined certification pathway (i.e., low GPA, failed professional education courses, lack of work experience, etc.).

RETURN TO LEARN CONSIDERATIONS CHECKLIST



School Operations

- ☐ Establish a district leadership team
- ☐ Develop and implement a family and community communication plan
- ☐ Adopt policies for screening staff, students and visitors prior to entry
- ☐ Adopt policies for social distancing and gatherings
- ☐ Develop a plan in the event that a positive case, or suspected case, is identified in the school
- ☐ Create a tiered response for potential school closures
- ☐ Determine district use of personal protective equipment (PPE) and how to secure it
- ☐ Promote a culture of good hygiene practices
- ☐ Evaluate school cleaning practices
- ☐ Review policies regarding school building use for non-school functions
- ☐ Work with facilities manager to mitigate viral spread through ventilation systems
- ☐ Adopt alternate school calendars
- ☐ Consider staggering the days students are in school buildings
- ☐ Adopt policies for virtual instruction
- ☐ Consider adjusting routines to allow for social distancing in common areas
- ☐ Consider reorganizing classrooms to maximize social distancing
- ☐ Adjust attendance policies
- ☐ Revise transportation plans to maximize health and safety
- ☐ Plan for bus driver shortages
- ☐ Consider serving school meals in classrooms rather than cafeterias
- ☐ Consider how to serve meals to students who are not attending school on-site
- ☐ Keep a detailed tracking of pandemic-related expenditures for reimbursement
- ☐ Consider how to use financial resources in new ways



Academics & Growth

- ☐ Plan for instruction
- ☐ Consider broad instructional supports for all grades and disciplines
- ☐ Consider how curriculum and instruction will support social-emotional well-being
- ☐ Support pre-kindergarten and kindergarten instruction
- ☐ Support English Language Arts PK-12 instruction
- ☐ Support Mathematics PK-12 instruction
- ☐ Support Science PK-12 instruction
- ☐ Support Social Studies PK-12 instruction
- ☐ Support Fine Arts PK-12 instruction
- ☐ Support World Languages PK-12 instruction
- ☐ Support Physical Education PK-12 instruction
- ☐ Support Health Education PK-12 instruction
- ☐ Prepare for enrollment, scheduling and other student services
- ☐ Collaborate with colleges, universities and CareerTech centers about student services
- ☐ Leverage counselors to help with planning
- ☐ Review student information and learning plans before school opens
- ☐ Communicate with all stakeholders about counseling services before school opens
- ☐ Reassess procedures and resources once school reopens
- ☐ Communicate with stakeholders when school reopens
- ☐ Reconnect with Individual Career Academic Planning
- ☐ Ensure a smooth transition for 2020 graduates
- ☐ Review postsecondary support goals for the Class of 2021 and beyond
- ☐ Modify service or work-based learning activities
- ☐ Strengthen industry and community partnerships
- ☐ Plan work-based learning opportunities for when schools are open and operating
- ☐ Identify ways to improve on delivery of distance learning from spring 2020
- ☐ Integrate devices and connectivity
- ☐ Prepare information technology (IT) staff for digital instruction
- ☐ Increase internet access where possible
- ☐ Consider instructional options and delivery approaches for continuous learning
- ☐ Plan for professional development for teachers and staff
- ☐ Provide teachers opportunities to collaboratively plan
- ☐ Consider allowing accommodations for at-risk teaching staff when possible



Whole Child & Family Supports

- ☐ Plan to support social-emotional learning (SEL)
- ☐ Consider school-level outreach to at-risk students
- ☐ Consider mental health access and support for students
- ☐ Establish ongoing reporting protocols and provide ongoing counseling as needed
- ☐ Assess student protective factors
- ☐ Establish a crisis response team
- ☐ Develop a direct communication channel
- ☐ Consider procuring additional mental health assessments
- ☐ Provide resources for staff self-care
- ☐ Communicate with families and caregivers

School Personnel

- ☐ Plan for adaptive staffing during distance learning
- ☐ Plan for employees who may be exposed or test positive for coronavirus
- ☐ Review and revise staff leave policies as needed
- ☐ Consider liability protections
- ☐ Plan for teacher certification