



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

Name of School, District or Program	Willamette Connections Academy
Key Contact Person for this Plan	Chris Long
Phone Number of this Person	503-877-4875
Email Address of this Person	crlong@willca.connectionsacademy.org
Sectors and position titles of those who informed the plan	Gary Tempel, Scio School District Superintendent Jenny Dukek, POBL Director of Schools
Local public health office(s) or officers(s)	Linn County Health Neeva Anderson, Emergency Preparedness Coordinator
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Chris Long, Principal
Intended Effective Dates for this Plan	08/24/2020
ESD Region	Linn Benton Lincoln

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

Willamette Connections Academy will employ the Comprehensive Distance Learning model which is consistent with our pre-COVID 19 model. We engaged in conversations with our current students and learning coaches to discuss concerns, challenges, and possible solutions to issues our families are facing as a result of the crisis and the impact it is having on our families. We also consulted with our partnering school district in Scio to discuss the challenges they are facing, the solutions they are implementing, and the benefits of our partnership. Finally, we have been supported with resources and collaborative problem-solving sessions with our Connections Academy sister schools around the United States and with the broader Pearson Online and Blended Learning organization.

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

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

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

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

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

Willamette Connections Academy is a comprehensive distance learning model. We conduct all our teaching and learning experiences online through our Connexus platform. Students use the Connexus platform to complete daily assignments, quick checks, assessments, and portfolios. Students also engage in online benchmark assessments to identify language arts and math skill levels, learning gaps, growth, and progress. Students utilize our internal webmail system to communicate with teachers and other students. Our teachers and staff utilize Adobe LiveLesson to interact with students daily in engaging ways to bring the curriculum to life. They meet with students regularly in medium to large groups for direct instruction, in small groups for remediation and extension, and one-on-one to address specific student questions and concerns and to assess students for curriculum comprehension. We also engage students virtually in extension activities such as virtual field trips, college visits, social/emotional learning activities, schoolwide assemblies, and events such as fall festival, spring fling, prom, and graduation. We engage with learning coaches regularly via weekly webmails, monthly phone calls, and during virtual parent-teacher conferences each semester.

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

We will continue to serve our students and families using the Comprehensive Distance Learning Model.

We will address academic conditions in the following ways.

- Teaching and Learning – We utilize our Learning Management System, Connexus, to provide daily synchronous and asynchronous learning opportunities with clearly defined objectives to students based on their grade and ability level.
 - Examples of asynchronous learning include but are not limited to
 - student completion of lessons through our online curriculum platform, Connexus, with links to additional online supplemental resources
 - student completion of online benchmark assessments to establish current mastery and skill levels and address learning gaps
 - content related webmail communications with teachers and other students
 - teacher created and recorded video lessons
 - teacher provided assessment and assignment feedback
 - online discussion forums
 - supplemental materials, activities, assignments, and assessments posted to teacher websites and message boards
 - teacher created and recorded oral lessons
 - Examples of synchronous learning include but are not limited to

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

- LiveLesson direct instruction
- LiveLesson small group remediation
- LiveLesson extension instruction
- LiveLesson one-on-one instruction
- LiveLesson Teacher Open Office Hours
- LiveLesson social/emotional support instruction
- LiveLesson homeroom interaction
- LiveLesson monthly school assemblies
- LiveLesson Learning Support Instruction for students with IEPs, 504s, ELPs, or TAG plans
- Instructional Time – Synchronous and asynchronous student engagement/instructional time equal approximately 30 hours per week.
- Assessment, Grading, and Reporting Progress – We facilitate formal and informal feedback through Connexus via
 - direct, written, in-assignment/assessment teacher feedback
 - teacher feedback via webmail, text, phone call, and LiveLesson
 - live, digital grade book accessible to students and learning coaches
 - digital transcripts accessible to students and learning coaches
 - Credit Assurance Plan creation, implementation, and monitoring for all students who received incompletes during the Spring semester of the 2019-2020 school year

We will address operational Conditions in the following ways.

- Attendance – We monitor attendance daily through reports generated through Connexus that track logged contacts between teachers and students via LiveLesson, phone call, webmails, text messages, virtual event attendance.
- Clubs and Extracurricular Activities – Students participate in have the opportunity to participate in the following virtual clubs and extracurricular activities
 - Homeroom engagement groups
 - All-school assemblies
 - House assemblies
 - Contests and games
 - Community service projects
 - Virtual field trips
 - College and Career programs
 - Clubs – Art, Arts and Crafts, Author's Corner, Brainteasers, Chess, Debate, Gaming and Technology, Leadership, Math, Robotics, News Blog, Science Sleuths, etc
- Nutrition – Since we are a fully online program spread across the state with no food facilities, we have never provided food services to families.

We will address Student and Family Support in the following ways.

- Equity and Access – We continue to provide FAPE and services outlined in student IEP, 504, EL, and TAG plans with adjustments, accommodations, and modifications due to COVID agreed upon by committees including the parents/learning coaches, service providers, and WillCA staff.
- Mental, Social, and Emotional Health – We have a comprehensive school counseling program including trained counselors and advisory teachers. We are implementing a Social Emotional Learning Plan to identify and address student and family needs applying Erin's Law and trauma-informed practices. We also implement spirit days, college and career exploration events, cultural celebrations, and service projects.
- Partnering with Parents, Families, and Caregivers – We have a comprehensive Learning Coach on-boarding program with written and visual resources to guide families in supporting student growth and success through our Learning Coach Central platform. We also offer question and answer sessions to help guide all families in the learning process. We conduct a welcome call with every student and family at the beginning of school or whenever students enroll to get them started in school. We provide a homeroom/advisory teacher as a

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

contact point for questions and feedback. We conduct parent/teacher conferences in the fall and spring along with monthly check in calls to students and families centered around curriculum mastery. We communicate information about academics and school culture and activities with families regularly through webmails, phone calls, teacher and school websites, and messaging services.

We will address Digital Learning Needs in the following ways.

- Infrastructure – Students have internet access in their homes to participate in our program. If families need financial support to gain access to internet, we provide a quarterly subsidy to assist them.
- Devices – Each family is provided with a Connections Academy laptop that supports learning via the Connexus platform and student internet safety. If families qualify and have more than one student in a household, they can request an additional computer.
- Software Systems – Students utilize the Connexus Learning Management System and curriculum.
- Digital Content – Connections Academy curriculum that is aligned with Oregon standards is facilitated through Connexus. Teachers supplement and extend learning through various online resources.
- Professional Development – Teachers are provided with online training modules at the beginning of the school year. New teachers are provided with mentor teachers to help them master online teaching. Teachers self-assess at the beginning, middle, and end of the school year. Teachers also create Student Learning and Growth goals that are monitored and assessed throughout the school year. Teachers are provided with continued professional development on a weekly basis to address teaching best practices.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready S*

We will return to some face-to-face activities including field trips, college visits, community service projects, schoolwide events such as fall festival, spring fling, prom, and graduation when guidance from the ODE and state health authorities release us to engage in these activities safely. We will continue to offer high quality virtual options for these events and experiences even after released to return to face-to-face events. We will also meet face-to-face per ODE guidelines for any state testing requirements.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.