



# ODE's Agency Overview

House Education Committee  
January 26,

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# Today's Agenda

- History
  - Governance Structure
  - Mission & Purpose
  - Who We Serve
  - Anti-Racism & Equity Policies in Oregon
  - Partnership with OHA & ODE on Student Mental & Behavioral Health
  - 2021 Legislative Agenda
  - Reopening Schools, Safe Learners
-

# Agency Overview

## History



Legislature in ORS 326.111. ODE is administered by a Superintendent of Public Instruction, which is the Governor; however, the Superintendent, by statute, appoints a deputy as a delegate to administer the Department.



In 2013, HB 3234 and HB 3231 established the Early Learning Division (ELD) and Youth Development Division (YDD), respectively, in ODE.



The Governor appoints both an Early Learning Systems Director and a Youth Development Director to lead their respective divisions within the agency framework of ODE.



# Agency Overview

## History

**Since 2013, ODE has experienced significant growth in program and responsibilities:**

- ODE's budget, not including the State School Fund, has grown by 163% in General Fund and 195% overall, resulting in an increase from 28 distinct grant-in-aid programs to over 100 in 2021-23.
- Distributed funding over 10,400 grants and contracts to school districts, education school districts, community colleges, universities, and non-profit organizations, a 37% increase from two years ago.
- To provide appropriate oversight for increased programs and responsibilities, as well as the addition of both the Early Learning Division and Youth Development Division, overall FTE has grown by 77.5%\* and the agency has expanded from one main office, to two main offices and seven field offices.
- The corresponding increase to business services positions including IT has grown by 48.7%\* in the same period.



\*Based on 2021-23 Current Service Level



# Agency Overview

## Governance Structure



### **State Board of Education**

ORS 326.021 establishes the seven member State Board of Education (SBE) to direct ODE in establishing policy for the administration and operation of the public elementary and secondary schools in the state of Oregon.

### **Early Learning Council**

ORS 326.425 establishes the nineteen member Early Learning Council (ELC) to direct the Early Learning Division (ELD) in its role of overseeing a unified system of early learning services for the purpose of ensuring that children enter school ready to learn.

### **Youth Development Council**

ORS 417.847 establishes the 23 member Youth Development Council (YDC) to direct the YDD in its role of overseeing a unified system that provides services to school-age children through youth 24 years of age.



# Agency Overview

## Governance Structure



### **Educator Advancement Council**

ORS 342.940 establishes the Educator Advancement Council for the purposes of providing resources related to educator professional learning and other educator support. The council functions through an interagency agreement which provides the framework in the collective effort of establishing a system of educator networks by which every educator in Oregon has access to professional learning opportunities. Additionally, the EAC works to connect educator networks and facilitates communications within and among the networks to improve teaching and learning. The 2019-21 Governor's Recommended Budget includes the recommendation of EAC on how funding from the former Network of Quality Teaching and Learning will be allocated.

# Agency Overview

## Delivery & Summary of Services

### A Unified Approach

The Department works in partnership and collaboration with school districts, education service districts, early learning HUBs, non-profit and community-based organizations, and other state and local governments to deliver services and supports for:

- Early Learning & Childcare Services
- K-12 Public Education
- Youth Development & Intervention Services





# Agency Overview

## Who We Serve: K-12 Student Demographics



# 582,661 Students

More than 200 languages



**197 Districts**

**1,253 Schools**

132 Charter Schools

19 Education Service Districts

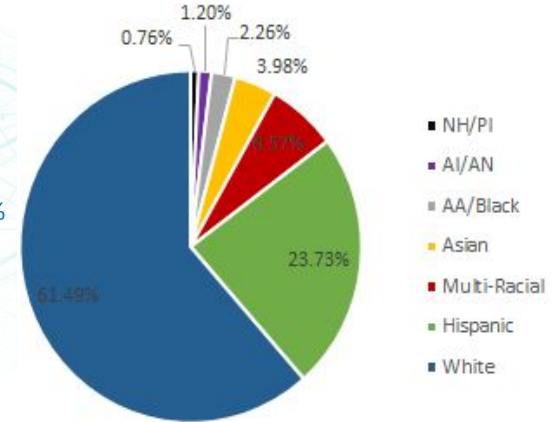
**31,582 Teachers**

**Staff of Color**

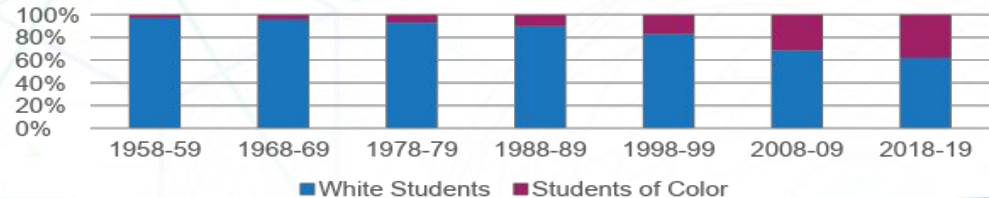
- 10.8% Teachers
- 11.8% Administrators
- 15.4% Counselors
- 20.3% Educational Assistants



- Economically Disadvantaged: 52.7%
- Ever English Learners: 18.0%
- Homeless: 3.6%
- Lesbian/Gay /Bisexual: 12.6%
- Mobile Students: 12%
- Students with Disabilities: 14.2%



**Rapidly Diversifying Population**



# Agency Overview

## Major Changes: 2013-21



Over the last three biennia, ODE has changed significantly:

- HB 3234 and HB 3231 (2013) established the Early Learning Division (ELD) and Youth Development Division (YDD), respectively, in ODE.
- HB 3232 (2013) directed strategic investments in education for a variety of targeted areas to assist in furthering the progress toward Oregon's statewide education goal of 40/40/20.
- HB 3233 created the Network of Quality Teaching and Learning.
- In 2015, ODE implemented a standardized assessment tool (Smarter Balanced) to more accurately measure student progress toward college and career readiness.
- HB 3380 created the ability for ODE to implement the Preschool Promise Program in September 2016 that expands preschool options through a "mixed delivery" preschool program.



# Agency Overview

## Major Changes: 2013-21



- HB 3499 (2015) provided resources for ODE to develop and implement a statewide plan to support students eligible for and enrolled in an English language learner program;
- HB 2016 (2015) provided resources for the agency to develop and implement a statewide education plan for students enrolled in early childhood through post-secondary education who are black or African American, or students who are disproportionately served;
- SB 447 (2015) created opportunities to provide state matching funds to school districts that incentivized communities to approve local bond measures and leverage resources for much needed capital improvement for schools throughout the state;
- SB 586 (2015) expanded the maximum age of youth served through the Youth Development Division from 20 to 24;
- Implemented a new statewide education plan in accordance to the Every Student Succeeds Act (ESSA) which replaced the No Child Left Behind (NCLB) in 2015.

# Agency Overview

## Major Changes: 2013-21



- HB 2246 (2017) directed the implementation of Measure 98 (approved in November 2016) and the creation of the High School Success Grant Program to target resources for improving the high school graduation rate of Oregon students;
- SB 182 (2017) established the Educator Advancement Council for the purposes of making recommendations for the funding of educator professional learning and other educator supports in 2019-21. Replaces the Network of Quality Teaching and Learning;
- SB 13 (2017) directs the Department to develop a curriculum relating to the Native American experience in Oregon and make the curriculum available to school districts;
- HB 2845 (2017) directs agency to convene advisory group to identify where statewide social studies fail to recognize the histories, contributions, and perspectives of ethnic and social minorities, and adopt ethnic study standards for statewide curriculum.

# Agency Overview

## Major Changes: 2013-21



- SB 5020 (2017) provides state bonding support to continue efforts in providing state matching funds to school districts that incentivize communities to approve local bond measures, as well as provide funding support for capital improvement at the Oregon School for the Deaf;
- SB 1062 (2017) requires schools to adopt Healthy and Safe School Plans to address environmental conditions in currently owned or leased buildings.
- HB 3427 created the Student Success Act (SSA) and generated additional reviews through a corporate activities tax that is made available to the Oregon Department of Education out of the Fund for Student Success.
- COVID-19 Impacts to the education system
  - Distance Learning
  - Statewide Telework



# **Anti-Racism Policies and Equity Policies in Oregon Schools**

Do the best you can until  
you know better.

Then when you know better,  
do better.

-Maya Angelou



# Internal Equity Work @ ODE

1. Broaden Leadership Cabinet Diversity: Flattening our hierarchy
2. Minimum of 16 hours of equity learning for every staff member
3. Distributed Strategic Equity Plan
4. Use of an [Equity Decision Tool](#)
5. Aligning Equity Language
6. Hiring Principle I: Diversity is a critical asset needed to meet our goals



# Distributed Equity Strategic Plan

## Three Year Equity Evolution @ ODE:

- From an *Equity Lens*
- To an *Equity Stance*
- To a *Distributed Equity Strategic Plan*, inclusive of an:
  - Equity, racial equity, and antiracist approach
  - Equity Decision Tool
  - Equity Impact Analysis

## Vision:

The Oregon Department of Education will set a foundation for agency-wide culture change by building awareness, skill and capacity throughout the agency to more consistently and effectively interrupt historical and current patterns of neglect and oppression in order to create and ensure educational equity in Oregon's school systems.

# Creating the Foundation

**Aligning EDI  
Strategic  
Investments**



**Alignment of Language,  
Knowledge,  
Understanding and  
Direction**

Equity, Diversity, and Inclusion Strategic Plan,  
Mandatory EDI Professional Development

# ODE's Equity Stance

“Education equity is the equitable implementation of policy, practices, procedures, and legislation that **translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families** including civil rights protected classes. This means the **restructuring and dismantling of systems** and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.”



# Antiracist Approach

## Antiracist

One who is supporting an antiracist policy through their actions or expressing an antiracist idea

## Antiracist Policy

An antiracist policy is any measure that produces or sustains racial equity between racial groups.



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# Creating the Bridges

# ODE – Moving Equity Forward

- **Standards and Curriculum:**

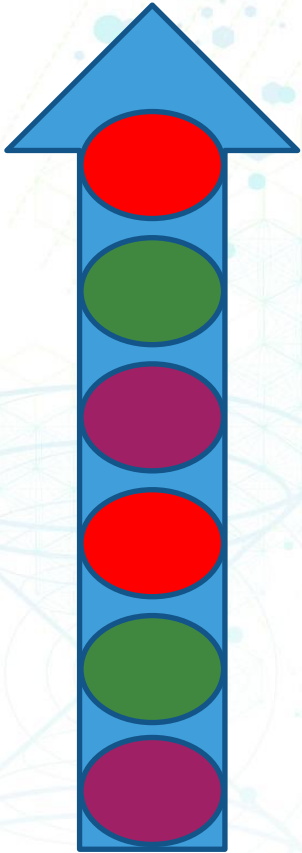
- [Tribal History/Shared History](#)
- [Ethnic Studies](#)
- [Holocaust & Genocide](#)
- [ODE's HB 2023 - Inclusive Education](#)

- **Students:**

- [Focal Student Groups in the SSA](#)
- [American Indian/Native Alaska State Plan](#)
- [Tribal Attendance Promising Practices](#)
- [African American/Black Student Success](#)
- [Latino/Latina/Latinx Student Success](#)
- [LGBTQ2SIA+ Student Success](#)
- [English Learner Strategic Plan](#) & ODE/COSA Emerging Bilingual Task Force
- [Poverty Report](#)

- **Civil Rights:**

- [Equity & Civil Rights in School Sponsored Activities](#)
- [All Students Belong](#)
- [Gender and Racial Discrimination Technical Assistance and Investigations](#)







# Other ODE Equity Efforts

- [Essential Understandings - Shared by Nine Nations & One State](#)
- Visiting Teachers Program
- [Oregon State Seal of Biliteracy](#)
- Center for Applied Linguistics (CAL) Partnership
- [DACAmented/Undocumented Collaborative & Toolkits](#)
- Developing internal translation services protocols
- [Established the Office of Indian Education](#)
- Accessible website
- [State Board of Education: Equity Impact Analysis](#)
- Development of ODE's Education Equity Stance and Equity Plan





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# **Integrated Model of Mental Health & Well-Being: ODE-OHA Partnership**

# Creating the Foundation - ODE-OHA partnership

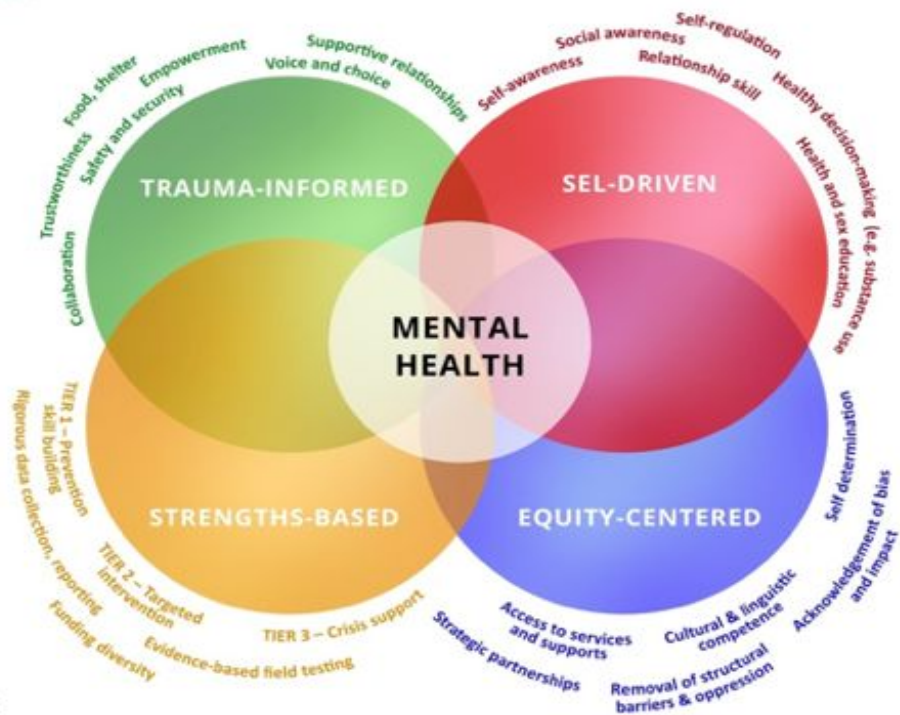


- Centering on [mental health and well-being](#): ***emphasizing strengths, resilience, and enhancing social and emotional abilities.***
- Mental health is a cornerstone of education.
- Part of a continuum of care.
- Supported by four interconnected pillars of practice.
- Commitment to collaboration with OHA to ensure schools have full access to mental health resources.



# Integrated Model of Mental Health & Well-being

Mental health emphasizes strengths, resilience, and enhancing social-emotional abilities



## CONTINUUM OF CARE



# ODE-OHA Strengthening Mental Health in Education Initiative

## Five Goals

- Collaborative integrated model of mental health with Oregon Health Authority.
- State-wide school-based mental health resource mapping and SWOT analysis.
- Detailed, content-specific legislative blueprints.
- Evaluation of impact.
- Plan for systems change that centers on health.



## Mental Health and Well-being

[Sign up](#) to receive announcements and new resources!

Mental health refers to the emotional, social, cognitive, behavioral, physical and relational thriving of individuals and systems.

ODE believes that mental health is centered within a continuum of care that meets each person's needs for physical and emotional safety, security, social connection, identity, diversity and purpose.

The Safe and Inclusive Schools Team leads a number of bodies of work that focus on the prevention, intervention and response to the mental health needs of school communities. These include:

- Mental Health Toolkit
- An Integrated Model for Mental and Emotional Health
- Mental Health Guidance & Resources
- Strengthening Mental Health in Education Initiatives
- Suicide Prevention (Adi's Act)
- School Safety & Prevention System (SSPS)
- All Students Belong



Announcements



Mental Health Toolkit



Model for Mental Health



Mental Health Guidance and Resources



Strengthening Mental Health in Education



Suicide Prevention (Adi's Act)



School Safety & Prevention System (SSPS)



All Students Belong





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# ODE's 2021 Legislative Agenda

# ODE's Legislative Agenda For The 2021 Legislative Session

## MOVING EQUITY FORWARD

- **HB 2052: Tribal Regalia & Objects of Cultural Significance**
- **HB 2056 : Access to Linguistic Inclusion**
- **HB 2060: Student Success Act HB 3427 (2019)**
- **HB 2166: Racial Justice Council Bill on Education**
- **HB 2697: All Students Belong**
- **SB 52/ PoP 070: LGBTQ+ Student Plan**
- **SB 55/ PoP 105: Statewide Facility Assessment**

## GOOD GOVERNANCE

- **HB 2050: EPA: Lead & Copper Rule**
- **HB 2058: Accepting TSPC Fingerprinting Result**
- **SB 51: SB 155 (2019)**
- **SB 53: Technical Changes to Regional Programs**

# READY SCHOOLS, SAFE LEARNERS

## GUIDANCE FOR SCHOOL YEAR 2020-21

RSSL Updates for Superintendents, Charter School Leaders, and ESD Reopening Advisors

January 19, 2021



## Key RSSL Guidance Updates:

- Governor's Direction
- Recommended vs Required
- Metrics
- Health and Safety Protocols
- Training & Oversight
- CDL: Limited In-Person Instruction

## New Tools and Resources

- Learning Outside
- Field Trips & Outdoor School
- Equitable Grading and Credit
- Contact Tracing
- COVID-19 Testing
- Research Resource
- Complaint Processes
- Assessment Waiver

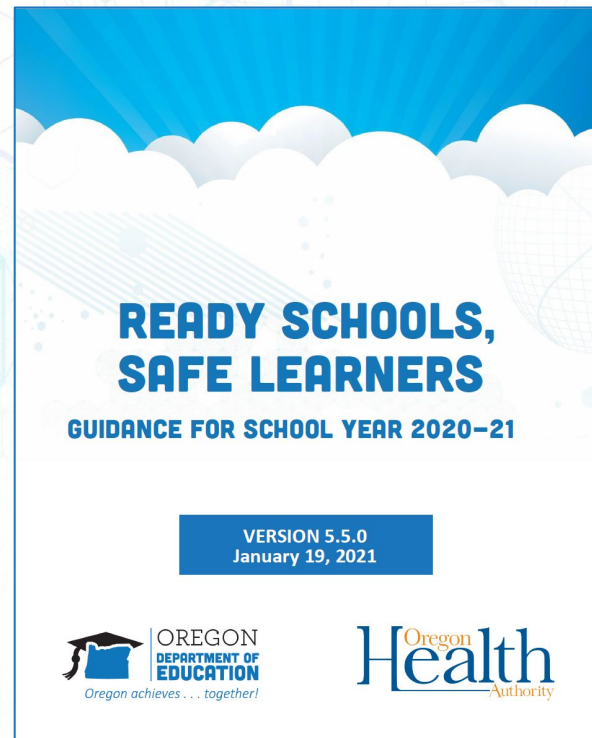
# Governor Brown's December 23rd Direction:

1. Stay grounded in the evidence and work together to return to in-person instruction by February 15th, especially at the elementary level.
2. Partner with OHA to provide for on-site COVID-19 testing at schools.
3. Health Metrics for Returning to In-Person Instruction transition to advisory recommendations on January 1st.
4. Review and possibly update the Advisory Health Metrics for Returning to In-Person Instruction by January 19th.
5. Align RSSL guidance and Oregon OSHA rules to ensure all necessary health and safety procedures and protocols are included to allow maximum access to in-person instruction

# Guidance Updates

## *Ready Schools, Safe Learners*

January 19, 2021





# Required vs. Recommended - The decision to implement recommendations or advisory guidance is at the discretion of the district/school.

Except where it requires compliance and is labeled as “Required” and often indicated with a checkbox (☐), the Ready Schools, Safe Learners guidance is advisory and intended to provide school districts with information and best practices in delivering education services during the COVID-19 pandemic. Where the Ready Schools, Safe Learners guidance does not require a specific action by districts, districts may choose whether to consider or implement advisory information or recommendations labeled “Recommended” and often indicated with an arrow (⇨).

## Operating schools in-person is a local decision.

- It remains critical that the community case counts (or case rates) are low enough that the community is not regularly introducing new COVID-19 cases into the school. The county metrics remain the best tool for determining when cases are down enough to return to in-person instruction.
- The ability to implement public health and safety protocols in the school with fidelity. This includes diligent entry screening, universal use of face coverings, physical distancing, cohorting, frequent handwashing, and all of RSSL sections 1-3.

# Updated metrics based on the Harvard Global Health Institute recommendations.

METRICS & MODELS	ON-SITE	ON-SITE AND HYBRID	ELEMENTARY ON-SITE AND HYBRID TRANSITION	DISTANCE LEARNING
County Case Rate per 100,000 People Over 14 days	<50.0	50.0 to <200.0	200.0 to ≤350.0	>350.0
County Case Count over 14 days for small & medium counties	<30	30 to <60	60 to ≤90	>90
County Test Positivity <sup>1</sup> Advised for to medium and large counties <sup>2</sup>	<5.0%	5.0% to <10.0%	≤10.0%	>10.0%
<b>Advisory Instructional Model</b>	Prioritize <i>On-Site</i> or <i>Hybrid</i> (as needed to maintain small cohorts) instructional models.	Prioritize careful phasing in of <i>On-Site</i> or <i>Hybrid</i> for elementary schools (starting with younger students and adding additional grades over time).  Middle school and high school primarily <i>Comprehensive Distance Learning with Limited In-Person Instruction</i> . Over time, if elementary schools can demonstrate the ability to limit transmission in the school environment <sup>3</sup> , transition to <i>On-Site</i> or <i>Hybrid</i> .	Prioritize careful phasing in of <i>On-Site</i> or <i>Hybrid</i> for elementary schools (starting with younger students and adding additional grades over time).	Prioritize <i>Comprehensive Distance Learning with Limited In-Person Instruction</i> .
<ol style="list-style-type: none"> <li>If statewide testing volume decreases by more than 10% in the week prior compared to the previous week due to external factors (such as due to a natural disaster or acute decrease in testing supplies), then OHA and ODE will advise temporarily suspending the use of percent positivity in local reopening considerations.</li> <li>Small counties with a population of less than 15,000 are advised to meet case counts in the metrics framework and not test positivity rates.</li> <li>As a measure to monitor limited introduction or spread, local public health should look for an average outbreak size of 3 or less, excluding outbreaks with only one case, over the prior 4 weeks.</li> </ol>	<p>When trends are increasing, pause expansion of additional in-person learning and maintain access to in-person learning for those who have it. Schools are not advised to reduce in-person learning or revert to <i>Comprehensive Distance Learning</i> based on metrics if the school can demonstrate the ability to limit transmission in the school environment.</p>			



# Metrics Requirements:

- If your school is located in a county that does not meet the advisory metrics; not later than March 1, 2021, **the school must offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID-19.**
- If your school is located in a county that does not meet the advisory metrics, the school must provide a Comprehensive Distance Learning Instructional Model option for students and families that choose to remain off-site.
- If your school is located in a county that meets the advisory metrics, work with families to serve all students, even those in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.

## Every school will have a designated leader to...

establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with this guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licenced and classified staff to access and voice concerns or needs.

# Concerns & Complaints: Options for Problem Solving

## PROBLEM SOLVE AT THE SCHOOL LEVEL

Schools are required to designate a clear leader and point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with this guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for staff to access and voice concerns or needs. If a regular committee or group is meeting to support RSSL implementation, ODE highly recommends that one employee member be selected by each local bargaining unit representing employees at the school to participate.

## LOCAL

## WORK THROUGH YOUR DISTRICT OR BARGAINING UNITS LOCAL COMPLAINT PROCESS

Classified and licensed staff have avenues to share complaints within public school districts and/or through their collective bargaining agreements. These are different district-by-district but can be productive avenues to address concerns.

## ENGAGE WITH EXISTING SAFETY COMMITTEES

The rule for workplace safety committees and safety meetings – OAR 437-001-0765 – requires employers to establish and administer a safety committee, or hold safety meetings, to communicate and evaluate safety and health issues. The purpose is to get workers and management working together to prevent workplace injuries and accidents, ultimately producing a safer and healthier workplace.

## WORKER COMPLAINT OPTIONS IN OREGON FOR SCHOOL STAFF

ODE has the authority to address any complaints raised regarding practices that do not conform with the requirements in Ready Schools, Safe Learners guidance and take other actions. These actions include referring complaints to the Oregon Occupational Safety and Health Agency (OSHA) and the potential, under Executive Order 20-29, to withhold State School Fund (SSF) payments if needed and as a means of last resort.

## FILE A FORMAL COMPLAINT WITH OSHA

If you believe a school is not in compliance with the RSSL guidance you can file a named or confidential complaint with Oregon OSHA at 1-833-604-0884 or online at: <https://osha.oregon.gov/workers/Pages/index.aspx>. It takes time for OSHA to address complaints. This is an avenue that could be considered alongside any of the other avenues presented.

## FILE A COMPLAINT FOR ANY WORKPLACE RETALIATION BASED ON SHARING CONCERNS

It is illegal for an employer to retaliate in response to reported workplace health or safety violations.  
<https://www.oregon.gov/boli/workers/Pages/retaliation-complaint.aspx>

## STATE

Workers in schools have a number of avenues to address concerns, contribute to improvement in RSSL practices, and to formally address complaints. Each avenue has different levels of formality, time needed for response, and immediacy in terms of getting a potential need met or considered.



# Stop COVID at the door.

- Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day.
- This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate.
- Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.

# COVID-19 EXCLUSION SUMMARY GUIDANCE FOR K-12 SCHOOLS

Version 12/31/2020

PRESENTATION

Student or staff has illness with at least one primary COVID-19 symptom in the last 10 days, and has not had contact with a COVID-19 case in past 14 days.

Student or staff has illness with at least one primary COVID-19 symptom in the last 10 days, and had contact with a confirmed COVID-19 case in past 14 days.

Student or staff has illness with symptoms that are not primary COVID-19 symptoms such as diarrhea, vomiting, headache, or rash.

Student or staff is not ill, but has had contact with a COVID-19 case.

Student or staff has an ill household member with symptoms of COVID-19 but without a confirmed or presumptive case.

Student or staff has a positive COVID-19 diagnostic test.

ACTION

Exclude from school. Advise viral testing and referral to health care provider for evaluation.

This ill person may have COVID-19. Isolate at home for at least 10 days since symptoms started, *and* 24 hours fever free, *and* symptoms improved. Local public health will investigate.

Exclude per usual school exclusion guidelines. Advise referral to health care provider if symptoms persist longer than one day.

If the ill household member has at least one primary COVID-19 symptom and no alternative diagnosis has been identified by a healthcare provider as the cause of the person's illness...

If the ill household member has no primary COVID-19 symptoms, or has one or more primary COVID-19 symptoms and a clear alternative non-respiratory diagnosis by a healthcare provider, student or staff may continue school attendance.

This person has COVID-19. Isolate at home for at least 10 days since test date, and 24 hours fever free, and any symptoms improved. Local public health will investigate.

CONDITIONS FOR RETURN

If person **tests negative** for COVID-19, they may return to school after symptoms improve *and* fever free for 24 hours.

If person is **not tested or tests positive** for COVID-19, they must stay home for at least 10 days since symptoms started, *and* 24 hours fever free, *and* symptoms improved.

If health care provider advises person they can return to school, person may return per documented advice of the provider.

If not seen by a health care provider, may return per usual school exclusion guidelines.

Student or staff must quarantine for up to 14 days after date of last contact with a COVID-19 case. Refer to RSSL "Planning for COVID-19 Scenarios in Schools" for additional guidance.



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## IMPORTANT DEFINITIONS

**Primary COVID-19 symptoms** include the following:

- Fever of 100.4°F or higher
- Cough

**Fever free** means a temperature less than 100.4°F without the use of fever-reducing medication.

**Quarantine** separates and restricts the movement of people who were

**Confirmed case** means a person who has a positive result on a COVID-19 diagnostic test.

**Presumptive case** means a person who has not had a positive result



# New Tools and Resources...

## READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020-21



[Ready Schools, Safe Learners Guidance](#)

[Limited In-Person Instruction](#)

[Comprehensive Distance Learning](#)

[For Families and Students](#)

[School Blueprints](#)

[School Status Updates](#)

[Health Metrics](#)



[News and Updates](#)

[Designing Learning](#)

[Educator Evaluations](#)

[Operational Blueprint Template](#)

[Decision Tools](#)

[Communications Toolkit](#)

[Frequently Asked Questions](#)

[COVID-19 Reporting](#)

[Letter from Governor Kate Brown](#)



[Support Tools](#)

[Engagement Resources](#)

[Mental Health Resources](#)

[Guidance for Hospitals and Other Care Settings](#)

[Resource Library](#)

[State By State](#)

[Wildfire Emergency Metrics Waiver](#)



[Early Learning Division](#)

[Governor's Office](#)

[Oregon Health Authority](#)

[Centers for Disease Control](#)


[World Health Organization](#)












**REDDY SCHOOLS, SAFE LEARNERS**

**KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS**



This resource outlines key practices that schools will use to mitigate the risk of COVID-19 transmission. The Oregon Department of Education in consultation with the Oregon Health Authority are working together to guide schools. And while it is simply unfeasible to eradicate all risk, this resource promotes clear communication aimed at lowering the risk of transmitting COVID-19 among staff, students and families.

**KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS**  
The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:

<p> <b>Physical Distancing</b> — At least six feet with other people.</p>	<p> <b>Isolation &amp; Quarantine</b> — Isolation separates sick people from people who are not sick. Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.</p>
<p> <b>Hand Hygiene</b> — Frequent washing with soap and water or using hand sanitizer.</p>	<p> <b>Environmental Cleaning &amp; Disinfection</b> — Especially of high touch surfaces.</p>
<p> <b>Cohorts</b> — Conducting all activities in small groups that remain together over time with minimal mixing of groups.</p>	<p> <b>Airflow &amp; Ventilation</b> — Outdoor activities are safer than indoor activities; maximize airflow in closed spaces.</p>
<p> <b>Protective Equipment</b> — Use of face shields, face coverings, and barriers.</p>	

## RSSL Resources

- [Mental Health Toolkit](#)
- [All Students Belong](#)
- [Translated Documents](#)
- [School Blueprints](#)
- [Limited In-Person Instruction](#)
- [Health Metrics](#)
- [Equity-based Decision Tool](#)
- [FAQs on many topics](#)
- [Community Engagement Resources](#)
- [A resource library](#)

# Connecting with all families.

Communicate any information related to reentry for the 2020-21 school year to multilingual families in a language they can understand about any program, service, or activity at the same time that is called to the attention of parents who are proficient in English ([Civil Rights Fact Sheet](#)).

### SUMMARY

Beginning on January 1, 2021, local school districts have more decision-making authority to determine whether to offer in-person instruction to students. Decisions about instructional models (Comprehensive Distance Learning, On-Site, or Hybrid) will be made by local school districts. Previously, the state released COVID-19 Health Metrics for Returning to In-Person Instruction. These metrics determined if and when schools were eligible to offer in-person instruction. Those metrics are now advisory. This means schools and districts are informed but not required to make their decisions of instructional model.

All of the previously announced health and safety protocols, expectations for maintaining an operational blueprint, and all other guidance from the Oregon Department of Education (ODE) remains active and required for all schools and districts. These requirements have been designed by public health and education experts. They are based on scientific evidence and research-based best practices. They reduce the risk of transmitting COVID-19 in schools. More information about best practices to reduce the spread of COVID-19 in schools are available on ODE's website.

Local school districts are designing their own processes for determining when to reopen schools to in-person instruction. Visit your local school district website or contact your local school or district for information. If you have questions about the ODE's guidance, please email [ODECOVID19@ode.state.or.us](mailto:ODECOVID19@ode.state.or.us).

### TIMELINE OF MAJOR ANNOUNCEMENTS

MARCH & APRIL 2020	Governor Kate Brown announced all Oregon schools would close for in-person instruction and remain closed for the 2019-2020 school year.
JUNE 2020	ODE released the Ready Schools, Safe Learners guidance for Oregon schools, including health and safety protocols, resources for supporting students, and information to guide schools' planning for instructional models and returning to in-person instruction.
JULY 2020	Governor Brown announced that community COVID-19 metrics, including data about the number of positive COVID-19 cases in local areas, <u>would be used</u> to determine whether schools could transition from Comprehensive Distance Learning to On-Site or Hybrid Instructional Models.

**Rationale for Learning Outside**

Oregon's experience with the COVID-19 global pandemic is dynamic and tactics to address this challenge continually adjust as our knowledge and circumstances change. This includes recognizing more learning about how the disease spreads and new information regarding the effectiveness of safety protocols. Given the urgency of returning our children to in-person instruction, Oregon has a **substantial opportunity to use outside spaces as a strategic, equitable, and innovative approach** to ensuring more children have access to high-quality in-person instruction. Using outside space offers a unique opportunity to provide:

- access to technology and technology supports;
- social emotional support;
- access to food;
- academic support;
- safe learning environments;
- quiet learning environments;
- access to accommodations;

Learning in open-air spaces was a successful strategy used in the 1900s to prevent the spread of tuberculosis and to mitigate transmission during the 1918 influenza pandemic. Learning outside has also been a creative approach to bringing students together this school year for face-to-face instruction in a few countries such as England and Sweden as well as in districts in Vermont, Florida, and California (see [Research](#)). Benefits for students learning outdoors include increased attention, retention, engagement, [social-emotional](#) and [cognitive](#) benefits of behavioral issues, outside learning spaces are [natural and affordable](#)

# Fresh airflow = Less spread.

## New Guidance for:

- Learning Outside
- Field Trips
- Outdoor School

**Supplemental Guidance for Field Trips**

This supplemental document outlines the key elements and considerations for field trip providers, host sites or organizations, and participating schools and districts. Field trip host sites and organizations and participating schools and districts should consider under all [Ready Schools, Safe Learning](#) guidance and specific sections of other relevant ODE and OHA guidance referenced below. This document aims to provide guidance on areas not addressed in [Ready Schools, Safe Learning](#) that are relevant to field trips and to clarify [Ready Schools, Safe Learning](#) guidance as it pertains to them.

Note that field trips and schools must follow [Ready Schools, Safe Learning](#) in its entirety and that the specific references listed below are those where additional clarity has been given; guidance is not limited to only those sections.

**Table 3. Indoor and Outdoor Field Trip Orientations**

	Indoor Field Trip	Outdoor Field Trip when meeting "On-Site" metrics	Outdoor Field Trip when not meeting "On-Site" metrics
<b>Metric Considerations</b>	The school should meet "On-Site" criteria in the advisory metrics.	The school should meet "On-Site" criteria in the advisory metrics.	The school must meet additional requirements below.
	If the school and site are in different counties, both counties should meet "On-Site" criteria in the advisory metrics.	If the school and site are in different counties, both counties should meet "On-Site" criteria in the advisory metrics, the additional requirements in section 3 must be met.	If the school and site are in different counties and one or both counties do not meet "On-Site" criteria in the advisory metrics, the additional requirements in section 3 must be met.
<b>Guidance</b>	<ul style="list-style-type: none"> <li>• <a href="#">Ready Schools, Safe Learning</a></li> <li>• OHA guidance relevant to host facility</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Ready Schools, Safe Learning</a></li> <li>• <a href="#">Learning Outside</a></li> <li>• OHA guidance relevant to host facility</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Ready Schools, Safe Learning</a></li> <li>• <a href="#">Learning Outside</a></li> <li>• OHA guidance relevant to host facility</li> </ul>
<b>Cohort Size</b>	Students are limited to two cohorts for aggregate transportation purposes. Students are limited to 20 students for the purpose of transportation.	Schools and field trip providers should follow their district's plan for cohorting in accordance with <a href="#">Ready Schools, Safe Learning</a> and in a way that best ensures Cohort and Physical Distancing.	Students are limited to two cohorts for aggregate transportation purposes. Students are limited to 20 students for the purpose of transportation.

COVID-19 while providing in-person schooling.

ODE suggests that COVID-19 transmission rates at finding >10% of cases possibly linked to outdoor (if transmission may actually occur outdoors). Wind and airborne particles, and risk drops rapidly in contact with others in a risk whether outdoors or in a room. If physical distancing, wearing face coverings important both indoors and outdoors in Oregon during this summer's wildfire events. For options in conjunction with ensuring safety protocols: wearing, hand wash, face coverings and daily use in [Oregon's Fire season](#).

connections between people, the land, and our statewide outdoor education programs in the role they play the educational benefits of having you in Oregon's natural resources.

**Supplemental Guidance for Outdoor School Programs**

This supplemental document outlines the key elements and considerations for outdoor school providers and participating schools and districts. Outdoor School host sites and organizations, Outdoor School, and participating schools and districts should consider under all [Ready Schools, Safe Learning](#) guidance and specific sections of other relevant ODE and OHA guidance referenced below. This document aims to provide guidance on areas not addressed in [Ready Schools, Safe Learning](#) that are relevant to outdoor school and to clarify [Ready Schools, Safe Learning](#) guidance as it pertains to them.

Note that outdoor school providers, host sites, and schools must follow [Ready Schools, Safe Learning](#) in its entirety and that the specific references listed below are those where additional clarity has been given; guidance is not limited to only those sections.

**Table 3. Outdoor School Orientations: Indoor and Outdoor Orientations**

	Outdoor School Operated Inside	Outdoor School Operated Outside when meeting "On-Site" metrics	Outdoor School Operated Outside when not meeting "On-Site" metrics
<b>Metric Considerations</b>	The participating school should meet "On-Site" criteria in the advisory metrics.	The participating school should meet "On-Site" criteria in the advisory metrics.	The participating school must meet additional requirements below.
	If the school and site are in different counties, both counties should meet "On-Site" criteria in the advisory metrics.	If the school and site are in different counties, both counties should meet "On-Site" criteria in the advisory metrics, the additional requirements in section 3 must be met.	If the school and site are in different counties and one or both counties do not meet "On-Site" criteria in the advisory metrics, the additional requirements in section 3 must be met.
<b>Guidance</b>	<ul style="list-style-type: none"> <li>• <a href="#">Ready Schools, Safe Learning</a></li> <li>• OHA guidance relevant to host facility</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Ready Schools, Safe Learning</a></li> <li>• <a href="#">Learning Outside</a></li> <li>• OHA guidance relevant to host facility</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Ready Schools, Safe Learning</a></li> <li>• <a href="#">Learning Outside</a></li> <li>• OHA guidance relevant to host facility</li> </ul>
<b>Cohort Size</b>	Students are limited to two cohorts for aggregate transportation purposes. Students are limited to 20 students for the purpose of transportation.	Schools and field trip providers should follow their district's plan for cohorting in accordance with <a href="#">Ready Schools, Safe Learning</a> and in a way that best ensures Cohort and Physical Distancing.	Students are limited to two cohorts for aggregate transportation purposes. Students are limited to 20 students for the purpose of transportation.



# Documenting Learning...

- With the release of RSSL in July 2020, responsibility for equitable grading policy intentionally shifted back to the local level.
- Students can be provided with multiple pathways to demonstrate proficiency, outlined in Oregon's Credit Options.
- There are multiple solutions for making grades more equitable. Some solutions are easy to implement and technical in nature, changes are most effective when combined as a systems-level.

## Addressing Grades and Credit Options:

*Clarifying Roles, Restating Guidance and Reinforcing Equitable Practices*

### Current Context

Educators, parents, and community partners have expressed growing concern with an increase in the percentage of students with failing grades, particularly at the high school level, during the fall of 2020. Information from districts in Oregon and across the country suggests that these increases are disproportionately affecting students of color and Native American students. While many factors contribute to the challenges our students and educators are facing, and changing grading practices alone is not itself a panacea, the increase in failure rates forces a reevaluation of traditional grading practices. Current research indicates that traditional grading practices can be inequitable and mathematically indefensible. Equitable grading practices offer renewed hope for educational redesign that centers equity and student learning.

### Return to Local Control

In the spring of 2020, ODE created several statewide policies to protect student educational progress, to nurture connection and care, and to reinforce equitable instructional practices. This included a statewide Pass/Incomplete grading policy. **With the subsequent release of Ready Schools Safe Learners in July 2020, responsibility for equitable grading policy intentionally shifted back to the local level.** This returned local decision making authority to districts as it related to grading practice. As was true pre-COVID19, schools and districts have almost flexibility in setting grading policy and implementing flexible credit options. The responsibility to meet the strengths and needs of all students lives at the local level, prompting deeper examination of policy and practice.

### RSSL Guidance

Ready Schools, Safe Learners clearly establishes requirements and recommendations to guide implementation of instruction and assessment (including grading and credit options).

#### RSSL Links

5d. Instructional Considerations

5e. Safeguarding Student Opportunity Clause

CDL Link

2c. Grading and Reporting Progress (CDL)

### Flexible Credit Options

Students who have not been able to garner required credits on traditional timelines can be provided with multiple pathways to demonstrate proficiency, outlined in Oregon's [Credit Options](#). Options include evidence generated in courses, stand-alone assessments, collections of evidence, and prior mastery. Appropriate measurement practice requires a body of evidence that includes evidence of learning that has been gathered from multiple sources in multiple modes to reflect what students can do and what they are ready to learn next ([Right Assessment for the Right Purpose](#)).

# Attendance matters...

- Developed by teachers, TAPP Leaders, and ODE.
- Maintaining contact with students is essential.
- Throughout Oregon's experience with the COVID-19 pandemic, teachers and students have had to pivot how they connect with one another.
- Attendance allows schools to verify that students learning from home have the tools and supports needed to access instructional materials and a focus on students' mental health and wellbeing.

### TAKING ATTENDANCE FOR THE 2020-21 SCHOOL YEAR



#### PRACTICAL TIPS AND RESOURCES FOR TEACHERS AND SCHOOL LEADERS

Maintaining contact with students is essential. Throughout Oregon's experience with the COVID-19 pandemic, teachers and students have had to pivot how they connect with one another. Taking attendance is one of the most important ways schools can stay connected to their students. More specifically, taking attendance allows schools to verify that students learning from home have the tools and supports needed to access instructional materials and offer a personal touch-point to account for students' mental health and well-being.

This resource promotes time-saving tips and best practices to support the requirements and recommendations laid out in [Section 2b: Attendance of Ready Schools, Safe Learners](#).

#### LEVERAGING TECHNOLOGY AND THE WHOLE TEAM TO TAKE ATTENDANCE AT COQUILLE VALLEY ELEMENTARY

Every morning, teachers mark each student as present in the Student Information System (SIS) if the student is either physically present or attending via Google Meet. Over the course of the day, teachers will take additional attendance in a Google Sheet, updating it throughout the day as teachers see their students attend a later Google Meet, submit work, or engage in other ways. The next morning, the attendance secretary accesses the Google Sheet and changes the attendance in the SIS as needed.



#### KEY CONCEPTS ON ATTENDANCE FROM READY SCHOOLS, SAFE LEARNERS

For reference, the Oregon Department of Education's (ODE) guidance is below. Please note that ODE wrote the guidance to be broadly applicable statewide, and many districts have elected to put more specific policies or practices in place that this doesn't address.

For **On-Site Instructional Models**, ODE's prior attendance and reporting practices are unchanged.

For any **Hybrid Instructional Model** or **Comprehensive Distance Learning**:

- Attendance includes both participation in class activities and interaction with an educator including:
  - A licensed or registered teacher during a school day; or
  - Educational assistants, paraprofessionals, and Tribal Attendance Pilot Project (TAPP) family advocates through teacher-designed and facilitated processes.
- Interaction can be evidenced by any of the following or reasonable equivalents:
  - Participating in a video class;
  - Communication from the student to the teacher via chat, text message, communication app, or email;
  - A phone call between the teacher or educational assistants/paraprofessionals and the student, or, for younger students, with the parent or guardian of the student;
  - Posting completed coursework to a learning management system or web-based platform or via email; or
  - Turning in completed coursework on a given day.
- When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent for the day (grades K-5/ self-contained) or class (grades 6-12/ individual subject).

There may be unusual or unique situations where continuation of daily attendance reporting may require additional problem solving. If a district has questions or concerns, please reach out to ODE. ODE does not anticipate attendance data will be a part of the At-A-Glance School and District Profiles or Accountability Details reports.



# Building contact tracing capacity.

- Options put safety and risk mitigation first.
- LPHAs have [priorities under surge conditions](#).
- Aligned to and centered on the guidance in [Scenario Planning for COVID-19 in School](#)
- Options for training and more...

## Guidance for Schools Responding to LPHA Capacity Needs Related to Contact Tracing

LPHAs in Oregon continue to experience high volumes of COVID-19 cases, leading to challenges in completing case investigations and contact tracing. [Surge conditions and priorities have been identified by OHA](#)<sup>1</sup>. In order to support LPHAs and reduce the time it takes for an LPHA to respond to an individual and/or to address capacity issues, schools have support from OHA and ODE to use one of three options which need understanding and attention.

**The first and primary option** is to resolve and respond to the outlined need is for districts to **quarantine entire cohorts** whenever there is presumptive or confirmed case following the quarantine guidance outlined in [Scenario Planning for COVID-19 in Schools](#). This option resolves the need for additional contact tracing and allows LPHAs to focus on case investigation. This option is the simplest and most efficient, if blunt. It does have the potential impact of having more people or staff needing to quarantine than might be determined through the next option.

**The second option** is to request that your LPHA partner with OHA for additional operational support to complete contact tracing in your region. [LPHAs can submit an operational request](#)<sup>2</sup> to get rapid confidential and customized support. OHA will set up ground rules for collaboration, get clear on role responsibilities, and get agreements on deployment and data sharing plans. Linda Swyers, OHA's Contract Tracing Dispatch Manager, can be reached with questions at [Linda.s.swyers@ohsoba.state.or.us](mailto:Linda.s.swyers@ohsoba.state.or.us)

**The third option**, given current LPHA capacity, is for schools, districts, and ESDs to work through contact tracing protocols, after completing sufficient training, utilizing this guidance and applying the tools outlined by ODE and OHA in coordination with LPHAs. The remainder of this supplemental guidance is focused on this third option.

<sup>1</sup> <https://www.oregon.gov/oha/PH/DISEASES/CONDITIONS/DISEASES/COVID19/COVID-19-Surge-Condition-Protocol.pdf>

<sup>2</sup> This form is required and supports FEMA reimbursement needs for the state support of counties.



# The evidence behind the decisions...

- Face coverings
- Metrics and mitigation at school
- Ever evolving...

## Research Informing K-12 COVID-19 Guidance



Oregon achieves... together!

The following references and data inform what's being learned about the limited transmission of COVID-19 in schools when guidance and protocols like Ready Schools, Safe Learners are closely followed. This is not intended to be a complete list.

Please note that evidence changes and OHA continues to monitor and digest scientific findings to inform state policy and public health decision-making.

### Center for Disease Control's information on effectiveness of face coverings

The CDC has useful and updated evidence-based guidance on masking. Face masking/face coverings are one of the most important tools we have for reduction of transmission, whether in the community, on a bus, or in the schools.

<https://www.cdc.gov/coronavirus/2019-ncov/more/masking-science-sars-cov2.html>

"SARS-CoV-2 infection is transmitted predominantly by respiratory droplets generated when people cough, sneeze, sing, talk, or breathe. CDC recommends community use of masks, specifically non-valved multi-layer cloth masks, to prevent transmission of SARS-CoV-2. Masks are primarily intended to reduce the emission of virus-laden droplets ("source control"), which is especially relevant for asymptomatic or presymptomatic infected wearers who feel well and may be unaware of their infectiousness to others, and who are estimated to account for more than 50% of transmissions. Masks also help reduce inhalation of these droplets by the wearer ("filtration for personal protection"). The community benefit of masking for SARS-CoV-2 control is due to the combination of these effects; individual prevention benefit increases with increasing numbers of people using masks consistently and correctly."

The CDC also states that, "Experimental and epidemiological data support community masking to reduce the spread of SARS-CoV-2....Adopting universal masking policies can help avert future lockdowns, especially if combined with other non-pharmaceutical interventions such as social distancing, hand hygiene, and adequate ventilation."

### List of research informing decisions related to RSSL guidance

Below are additional sources of information and research that add to the body of evidence on school reopening and COVID-19 transmission. More recent studies in the United States now augment many months of international literature demonstrating what educational systems have learned from effective and well-implemented safety protocols to reopen schools to in-person learning, while still minimizing risk of increasing transmission of the virus.

1. [This University of Washington summary<sup>1</sup>](#) contains a comprehensive bibliography of the research to date for further reference.
2. OHA has seen very few school outbreaks so far in Oregon; none large. As of December 3, 2020, 139 schools have reported at least one COVID-19 case in a student or staff member. Of these, 77 schools have had only one case.
3. [Summary of Evidence Related to Schools During the COVID-19 Pandemic](#), U. of Washington, October 19, 2020

<sup>1</sup> [https://depts.washington.edu/pandemicalliance/wordpress/wp-content/uploads/2020/10/COVID-19-Schools-Summary\\_2020\\_10\\_19.pdf?mk\\_tok=evaluationTJkafFlVTR0BUU07Xand5lnGcUab2GSM0P5MhKZ7JkTZ0VImRehY0SWS5h5wvWYkafT1Y0W5f0eNfVYw714cV6ZnVn84eUa3TDrWWhfYp0sUfZTYnpeZ8kxWJWQainGM92MfmMTfGQobUwvdZJzWwfmUjGwMhNfY7RwM9VCG0RbVn42S20w3UJFZMhHfYvDMfC9S30%3D&fileId=1waARSLU.r1o2D00F\\_Vlad\\_umDeFkxL5rL4Qn\\_fU800nHudmexuLZteCE0](https://depts.washington.edu/pandemicalliance/wordpress/wp-content/uploads/2020/10/COVID-19-Schools-Summary_2020_10_19.pdf?mk_tok=evaluationTJkafFlVTR0BUU07Xand5lnGcUab2GSM0P5MhKZ7JkTZ0VImRehY0SWS5h5wvWYkafT1Y0W5f0eNfVYw714cV6ZnVn84eUa3TDrWWhfYp0sUfZTYnpeZ8kxWJWQainGM92MfmMTfGQobUwvdZJzWwfmUjGwMhNfY7RwM9VCG0RbVn42S20w3UJFZMhHfYvDMfC9S30%3D&fileId=1waARSLU.r1o2D00F_Vlad_umDeFkxL5rL4Qn_fU800nHudmexuLZteCE0)

# The foundational conditions for summative assessment cannot be met in 2020-21 and this undermines the value and trustworthiness of summative assessment results.

## As a result, for 2020-21 we plan to:

- prioritize local education agency test administration resources and in-person testing capacity for English language proficiency assessment and IDEA individual diagnostic evaluation and re-evaluation requirements;
- develop and implement a pilot student survey that collects information regarding access to educational resources, opportunity to learn, and self-efficacy/beliefs to help inform instructional and support practices and contextualize assessment data;
- suspend administration of the statewide annual summative assessment in English Language Arts, Mathematics, and Science; and
- prioritize supporting districts to implement English Language Arts, Mathematics, and Science interim assessments to support fulfilling the state requirement of annual reporting to parents about student achievement.

*Oregon's Statewide Assessment and Accountability  
2020-21 Strategic Waiver Request*



Submitted by the Oregon Department of Education  
Colt Gill, Director

January 20, 2021

# COVID-19 testing available in schools.

- Access to on-site testing is for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID-19.
- Online training.
- Self-administered.
- Permission required.
- Results reported.

## COVID-19 Testing in Oregon's K-12 Schools





# Vaccine Update

Governor Brown prioritized K-12 and early learning educators for the vaccine beginning on or before January 25, 2021



# A Second Federal Relief Fund

**On December 21, 2020, congressional leaders approved HR 133A, the Consolidated Appropriations Act, 2021. In addition to finalizing federal funding budgets for Fiscal Year 2021, the Act also included a COVID-19 relief package, which includes \$81.9 billion to Governors, state and local educational agencies, and institutions of higher education to address COVID-19 related expenses and costs. Oregon will receive:**

- Governors' Emergency Education Relief (GEER2) Fund - \$42.0 million
- Elementary and Secondary School Emergency Relief (ESSER2) Fund - \$499.2 million

## **Distribution is:**

- The 90% formula allocation to school districts will be based on Title I distribution for the 2020-21 school year.
- USDOE will not require ODE to collect applications from school districts for the 90% share – new resources will be treated as supplement to original award.
- While treated as a supplement, ODE and school districts will be required to account for the funding sources separately.
- The eligible use period for these resources are March 13, 2020 to September 30, 2023. The original grant use period expires on September 30, 2022.
- USDOE is emphasizing the need to expeditiously spend these funds to address current needs arising from the pandemic, particularly as it relates to reopening schools, addressing loss of learning and mental health needs.
- Eligible uses are the same as the original grant; however, there are three additional allowable uses for addressing learning loss, preparing schools for reopening to in-person instruction, and testing, repairing, and upgrading projects to improve air quality in school buildings.
- Equitable Services are not required for the new resources under ESSER2; however, it continues as a requirement for the original award.
- Private schools may receive services under GEER2.

# Questions...

