



OREGON
DEPARTMENT OF
EDUCATION

ODE Updates

House Subcommittee On COVID-19

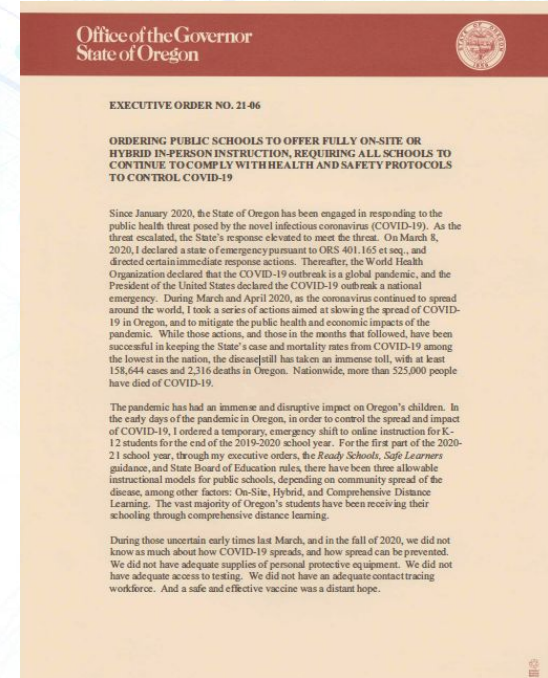
March 29, 2021



- **Governor Brown's March 12th Executive Order**
- **RSSL Guidance Updates:**
 - Metrics updated to reflect the E.O.
 - Eliminating 100 person requirement on cohorts
 - Physical Distancing Updates
 - Entry Screening Update
 - Face coverings and FAPE
 - Visual and Performing Arts
- **Graduation Pathways and Graduation Ceremonies Guidance**
- **What's Coming Next**
 - Summer Learning Guidance and Resources
 - Statewide Summative Assessment Waiver
- **Federal Support: ESSER I, II, III (ARP)**
- **Variables Shaping the 2021-22 School Year**

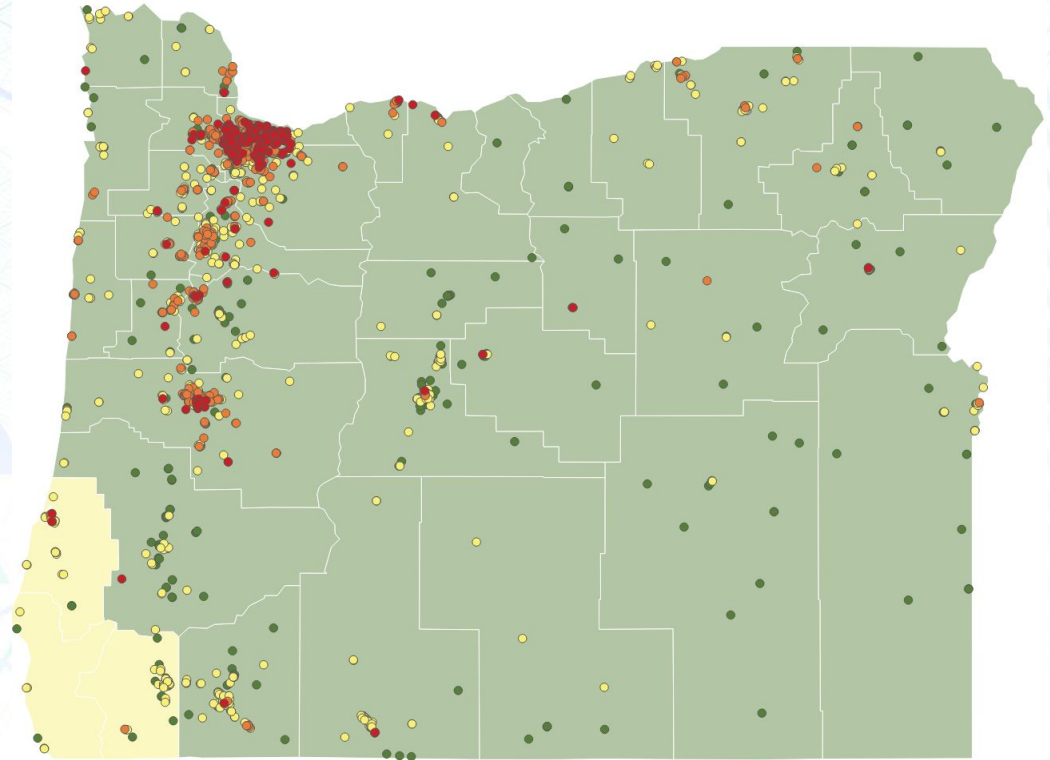
Key points:

- Replaces EO 20-29
- Mandates a return to in-person instruction in public schools (excludes VPCSs and public online schools)
 - Elementary: Week of 3/29
 - Secondary: Week of 4/19
- Allows ODE to create certain exceptions
- Requires schools to offer CDL to families that want it through the end the year
- No requirement to pay staff who fail to work as assigned
- State school funds contingent upon compliance
- ODE required to enforce



Executive Order 21-06:

- Number of counties where schools must offer On-Site or Hybrid Models across K-12:
 - 33
- Number of counties where schools must offer On-Site or Hybrid Models at the elementary level:
 - 3 - Coos, Curry, Josephine
- Number of counties where schools may limit to CDL:
 - 0



School Operations Status

Week of March 15-19

	Fully On-Site	Hybrid	Sub-Total of On-Site & Hybrid Models	CDL with LIPI	Total In-Person Instruction
Number of Public and Private Schools	351	620	971	409	1,380
Number of Public and Private School Students	50,797	149,005	199,802	20,336	220,138

Survey: Schools plan to meet EO 21-06

The Executive Order calls for schools to offer a fully On-Site or Hybrid instruction by March 29 at elementary and April 19 at secondary.

There are two general allowances offered within the survey:

- *The school has a plan to start date on or before the week of April 5 and is using the week of March 29 to train staff for a return to in-person instruction. [Also true for secondary related to the 4/19 start week]*
- *The school has a previously **published calendar that shows they are not in session the week of March 29** and has a start date on or before the week of April 12 and is using the week of April 5 to train staff for a return to in-person instruction. [Also true for secondary related to the 4/19 start week]*

Survey Results

- Number of schools already meeting the goal of the Executive Order: **703 or 52.1%**
- Number of schools with a plan to meet the goal of the Executive Order: **460 or 34.2%**
- Number of schools following metrics which has them operating in CDL, but are ready to transition: **6 or 0.4%**
- Number of schools not likely to meet the goal (includes schools with a general allowance or alternate rationale): **104 or 7.7%**
- Number of schools that did not complete the survey: **76 or 5.6%**

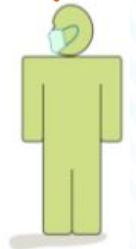


**READY SCHOOLS,
SAFE LEARNERS**

GUIDANCE FOR SCHOOL YEAR 2020-21

VERSION 6.0.0
March 15, 2021

Entry Screening & Exclusion Chart
Face Coverings
Physical Distancing
Cohorting
Hand Washing & Cleaning/Disinfecting
Airflow & Ventilation
Isolation & Quarantine Protocols
Outdoor Learning Options
COVID-19 Testing
Vaccination



RSSL & Companion Guidance Offers Layers of Protection

Metrics: New Requirements

- Not later than the week of March 29, 2021 **all public elementary schools must operate in either an On-Site or Hybrid** Instructional Model when they meet the specified county health metrics. [Also true for secondary related to the 4/19 start week]
- On-Site or Hybrid Instructional Model mandate **does not apply to virtual charter schools as defined in ORS 338.005 or a public school that has a permanent instructional model that is predominantly through online courses.**
- Public schools **may transition a portion or all of the school to Comprehensive Distance Learning when** responding in partnership with a local public health authority or the Oregon Health Authority to control **active transmission of COVID-19 in the school** setting.
- If your school is operating an On-Site or Hybrid Instructional Model, **the school must provide a Comprehensive Distance Learning Instructional Model option for students and families that choose to remain off-site.**

Public School Instructional Model Requirements and Options <i>Public schools must provide a CDL option for students and families that choose to remain off-site.</i>	County Case Rate <i>Per 100,000 people over 14 days in large counties</i>	County Case Count <i>Over 14 days for small and medium counties</i>	County Test Positivity <i>Over 14 days for medium and large counties</i>
Public K-12 schools <i>must</i> offer an On-Site or Hybrid option	<200.0	<60	<10.0%
Public Elementary schools <i>must</i> offer an On-Site or Hybrid option <i>*Public middle and high schools are not required to initially open to in-person instruction and may limit to CDL only as needed to address any current transmission within a school.</i>	200.0 to ≤350.0	60 to ≤90	≤10.0%
Public schools <i>may</i> limit to Comprehensive Distance Learning (CDL) <i>*K-12 public schools are not required to initially open to in-person instruction and may limit to CDL exclusively if needed to address any current transmission within a school.</i>	>350.0	>90	>10.0%
<i>*Schools should <u>not</u> reduce in-person instruction or revert to CDL based on county metrics if the school can demonstrate the ability to limit transmission in the school environment. When county trends increase to a new tier on this chart (green-to-yellow or yellow-to-red), pausing expansion of additional in-person learning and maintaining access to current in-person learning for schools that have it in place is recommended.</i>			

Recommended:

- *A cohort size of 36 students or less is recommended for public health and safety, and schools are encouraged to create and maintain even smaller sized cohorts when feasible.*

Requirement of “100 people within the education week” has been eliminated.

Following the CDC's March 19th update and a number of recent studies, RSSL made the shift to 3 feet of physical distancing in schools under certain conditions:

- **Elementary Level:** Maintain at least 3 feet between students to the maximum extent possible.
- **Middle and High School Level:** When at a county case rate of <200 (green level on the metrics chart in Section 0), maintain at least 3 feet between students to the maximum extent possible.
- **Middle and High School Level:** when at a county case rate of ≥ 200 (yellow and red levels on the metrics chart in Section 0), maintain at least 6 feet between students to the maximum extent possible.
- **All Levels:** Maintain 6 feet between staff at all times and 6 feet between staff and students to the maximum extent possible.

Change in Requirements:

- Elementary: On-site screening remains required.
- Secondary: Off-site screening OK.
- Staff: Self-screening remains in place.

Navigating Adaptation, Accommodation, or Modification

Supplemental Guidance to Student Face Covering Requirements

- School districts should make reasonable modifications in their policies, practices, or procedures—including any addressing the use of face coverings—when those modifications can be made consistent with the health, safety, and well-being of all students and staff, and are necessary to avoid discrimination on the basis of disability.
- Such adaptations, accommodations, or modifications must be considered and determined on an individualized basis.
- A review of student needs and mitigation measures should consider both the individual student, the community in which the student is learning, and school or district-wide strategy to prevent spread of infection.
- School districts should also consult applicable federal guidance, including guidance from the US Department of Education Office of Civil Rights, to ensure compliance with any federal requirements.

- The document now makes clear linkages to RSSL and its alignment to OHA guidance on Indoor Entertainment, Outdoor Entertainment, and Youth Program Guidance.
- The document is re-organized in a way we hope is easier to follow.
- Students are now allowed to sing indoors with face coverings securely on with at least six feet of physical distance. This activity is recommended to take place outdoors whenever possible.
- Students are now able to play wind instruments indoors, removing face coverings while playing, with at least six feet of physical distance. Again, this activity is recommended to take place outdoors whenever possible.
- Limits on capacity for any given room or setting follow capacity limits set forth in RSSL guidance.

We can do this!

- While there will be anxiety, the kids are excited and happy to be back.
- Some students have experienced trauma over the last year and we can help.
 - [Mental Health and Social Support Guidance for Administrators, School Counselors, and Other Mental Health Professionals](#), including the [Mental Health Toolkit](#)
 - [Mental Health and Social Support Guidance for Educators and School Staff](#)
 - [Mental Health and Social Support for Students and Families](#)
- New routines don't come easy; take time to learn, train, and prepare for in-person operation.
 - [RSSL Health and Safety Protocols Training Resource](#)
 - [Ready Schools, Safe Learners Guidance](#)
 - [Planning for COVID-19 Scenarios in Schools](#)
 - [Equity Decision Tool](#)
 - [Screening and Exclusion Chart](#)
 - [Learning Outside](#)

Graduation Pathways and Graduation Ceremonies Guidance

- **Both released on March 19.**
- **Graduation Pathways Guidance:**
 - Credit requirements remain the same- apply flexibility through [credit options](#)
 - Essential Skills and Personalized Learning (CRLES) waived
 - Prioritize on-site learning and support for seniors
- **Graduation Ceremonies Guidance:**
 - Will be based on statewide guidance for [indoor](#) and [outdoor](#) entertainment establishment guidance and on [statewide county risk levels](#) (like athletics)

Summer Learning Guidance and Resources



[GKB Tweet, Monday, March 8, 2021:](#)

This year has been hard for Oregon kids and their caregivers. I'm pleased to join Speaker @TinaKotek and Senate President Courtney in introducing these equitable investments in summer learning and child care programs that spark joy, foster creativity, and encourage healing.

\$250 MILLION SUMMER LEARNING AND CHILD CARE INVESTMENT

SUMMER ENRICHMENT & ACADEMIC PROGRAM GRANTS (K-8)

Activities can cover the entire spectrum of student interest for all age levels, including outdoor activities, performing arts, robotics, and other instructional activities.

SUMMER ACTIVITY GRANTS

Grants for community organizations will be used to provide enrichment activities for students, such as day camps and park programs.

SUMMER ACADEMIC SUPPORT GRANTS (HIGH SCHOOL)

These academic support grants will help students who have fallen behind in distance learning classes recover credits from the past school year.

SCHOOL CHILD CARE GRANTS

Grants to provide wraparound child care services—including health and wellness, mental and behavioral health, and nutrition services—for K-8 students. The funds will prioritize low-income, working families.



EARLY LEARNING PROGRAMS

These resources will be used to help Early Learning Division grantees to continue providing their services to Oregon kids through the summer months.

SHIFTING THE NARRATIVE

"Learning Loss"

**Unfinished
Learning**

"Remediation"

Acceleration

"Recovery"

Renewal

- **Guidance to be released on April 14th (target date)**
- **Guidance will include** the health and safety protocols, equity and culturally relevant opportunities, summer learning emphasis (academic, enrichment, & mental/social-emotional health), HS credit recovery options, summer bridge and transition programs, and programs for students with disabilities (ESY, compensatory education), supports for emerging bilingual students, and tie-ins with migrant programs and childcare.

Assessment: Waiver Status, Essential Skills & KA

Summative Assessment (Required Federally)

- Accountability is waived.
- USED is considering assessment waivers. And emphasizing flexibility:
 - Administering a shortened version of its statewide assessments;
 - Offering remote administration, where feasible; and/or
 - Extending the testing window to the greatest extent practicable. That could include offering multiple testing windows and/or extending the testing window into the summer or even the beginning of the 2021-2022 school year.
- Washington, Colorado, Georgia, California, Washington DC , Maryland, and others do not plan to administer tests this school year.
- Our hope is to suspend summative assessments until spring of 2022, then shorten assessments and possibly shift to some kind of sampling model.

Essential Skills & Kindergarten Assessment (Required by State)

- The State Board of Education will likely take action next in April to suspend the kindergarten assessment until fall of 2022 and to suspend the Essential Skills graduation requirement for the class of 2022.



Key Federal Relief Funding Updates

- **CARES Act - ESSER I**
 - *Direct to Districts:* \$109 million
 - *State Set-Asides:* \$12 million
 - *Administration:* \$600,000
- **CCRSA Act - ESSER II**
 - *Direct to Districts:* \$449 million
 - *State Set-Asides:* \$50 million
 - *Administration:* \$2.5 million
- **ARP Act - ESSER III**
 - *Direct to Districts:* \$1 billion
 - *State Set-Asides:* \$112 million
 - *Administration:* \$5.6 million

CARES ACT - ESSER I

Summer 2020

ESSER I - CARES Act

Purpose	90% Requirement	10% State Set-Aside	Total Budget
District Formula Grant	\$ 108,989,117	\$ 210,000	\$ 109,199,117
District Comprehensive Distance Learning Grants	\$ -	\$ 6,459,567	\$ 6,459,567
ESD Support Grants	\$ -	\$ 2,500,000	\$ 2,500,000
State Sponsored Schools and Oregon School for the Deaf	\$ -	\$ 274,840	\$ 274,840
State Specialized Service Program Grants (District/ESDs)	\$ -	\$ 2,060,000	\$ 2,060,000
State Administration	\$ -	\$ 605,495	\$ 605,495
Total	\$ 108,989,117	\$ 12,109,902	\$ 121,099,019

ESSER I District Formula: *Allowable Uses*

1. Any activity authorized by the **ESEA**
2. **Coordination** of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
3. Providing principals and others school leaders with the resources necessary to address the **needs of their individual schools**.
4. Activities to address the unique needs of **low-income** children or students, **children with disabilities**, **English learners**, **racial and ethnic minorities**, students experiencing **homelessness**, and **foster care** youth, including how outreach and service delivery will meet the needs of each population.
5. Developing and implementing procedures and systems to improve the **preparedness and response** efforts...
6. **Training and professional development** for staff...
7. Purchasing **supplies to sanitize and clean the facilities**...
8. Planning for and coordinating during long-term closures, including for how to provide **meals to eligible students**, how to provide **technology for online learning** to all students...
9. Purchasing **educational technology** (including hardware, software, and connectivity) for students...
10. Providing **mental health services** and supports.
11. Planning and implementing activities related to **summer learning and supplemental afterschool programs**...
12. Other **activities that are necessary to maintain the operation**...

Winter/Spring 2021

ESSER II - CCRSA Act			
Purpose	90% Requirement	10% State Set-Aside	Total Budget
District Formula Grant	\$ 449,238,502	\$ 720,000	\$ 449,958,502
ESD Support Grants	\$ -	\$ 10,407,812	\$ 10,407,812
State Sponsored Schools and Oregon School for the Deaf	\$ -	\$ 1,369,102	\$ 1,369,102
State Specialized Service Program Grants (District/ESDs)	\$ -	\$ 11,201,718	\$ 11,201,718
Statewide Public Awareness Campaign	\$ -	\$ 7,000,000	\$ 7,000,000
State Administration	\$ -	\$ 2,495,769	\$ 2,495,769
Unallocated - General	\$ -	\$ 16,720,988	\$ 16,720,988
Total	\$ 449,238,502	\$ 49,915,389	\$ 499,153,891

ESSER II District Formula: *Allowable Uses*

13. **Addressing learning loss among students**, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
 - a. Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
 - b. Implementing evidence-based activities to meet the comprehensive needs of students.
 - c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - d. Tracking student attendance and improving student engagement in distance education.
14. **School facility repairs and improvements** to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
15. **Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities**, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

EANS: Emergency Assistance for Non-Public Schools

The CRRSA Act authorizes Oregon, through the Governor's Emergency Education Relief (GEER II) Fund to provide support to Non-Public Schools. This program is called the Emergency Assistance for Non-Public Schools (EANS) and authorizes the Oregon Department of Education (ODE) to provide approximately \$27.6 million in services or assistance to eligible non-public schools to address the impact that COVID-19 has had, and continues to have, on non-public school students and teachers. Services to non-public schools that enroll low-income students and are most impacted by the pandemic will be prioritized.

Spring/Summer 2021

ESSER III - ARP Act

Purpose	90% Requirement	10% State Set-Aside	Total Budget
District Formula Grant	\$ 1,008,925,861	\$ 1,620,000	\$ 1,010,545,861
State Sponsored Schools and Oregon School for the Deaf	\$ -	\$ 3,212,898	\$ 3,212,898
State Administration	\$ -	\$ 5,605,144	\$ 5,605,144
Unallocated - Addressing Learning Loss	\$ -	\$ 56,051,437	\$ 56,051,437
Unallocated - Summer Enrichment	\$ -	\$ 11,210,287	\$ 11,210,287
Unallocated - After School Programs	\$ -	\$ 11,210,287	\$ 11,210,287
Unallocated - General	\$ -	\$ 23,192,820	\$ 23,192,820
Total	\$ 1,008,925,861	\$ 112,102,873	\$ 1,121,028,734

ESSER III District Formula: *Allowable Uses*

Under ESSER III, school districts must **reserve at least 20 percent of their allocation to address learning loss** through the implementation of evidence-based interventions and ensure that those interventions respond to students' **social, emotional, and academic needs and address the disproportionate impact of COVID-19** on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

The remaining portion of their allocation mostly follows what was in ESSER I and ESSER II, but worded slightly different to say...

Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE). Specifically, ARP ESSER funds may be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff, as well as:

EANS: Emergency Assistance for Non-Public Schools

We have not gotten official notification yet, but the assumption is the amount if approximately \$27.6 million – equal to that of the second stimulus.

Process: *Unallocated ESSER II & III*

SHIFTING THE NARRATIVE

"Learning Loss"

Unfinished
Learning

"Remediation"

Acceleration

"Recovery"

Renewal

- 10% fraction of total funds
- Process with schools and community:
 - School Districts, ESDs, and Charter Schools
 - Community: AA/BSS, LLL/I, AI/AN, LGBTQ2SIA+, EL/EB, ODE/SBE RAC, SBE
 - Education Partners: Educators, School Boards, Administrators, Students, and Families
 - Public Health Partners: School Nurses, Counselors, Mental Health Specialists, OHA, LPHAs, SBHCs
- Process can include
 - Surveys
 - Meetings
 - Use of the [Equity Decision Tool](#)
 - Review from Governor Brown and the Chief Financial Office and allocation process through the Oregon Legislature

Variables Shaping Guidance for 2021-22

Variables:

- Variants * Vaccination * Cases * Shift to Local Decision-Making * Federal, CDC, and U.S. Department of Education Guidance * Equity

Constants:

- Face Coverings * Physical Distancing * COVID testing

Other Considerations:

- Effectiveness of Instructional Models * Cohorting * LPHA Capacity * Financial Resources * Seasonal Impacts * Recommendation and Requirements

Questions...

