



OREGON
DEPARTMENT OF
EDUCATION

House Committee On Health Care Subcommittee On COVID-19

May 26, 2021

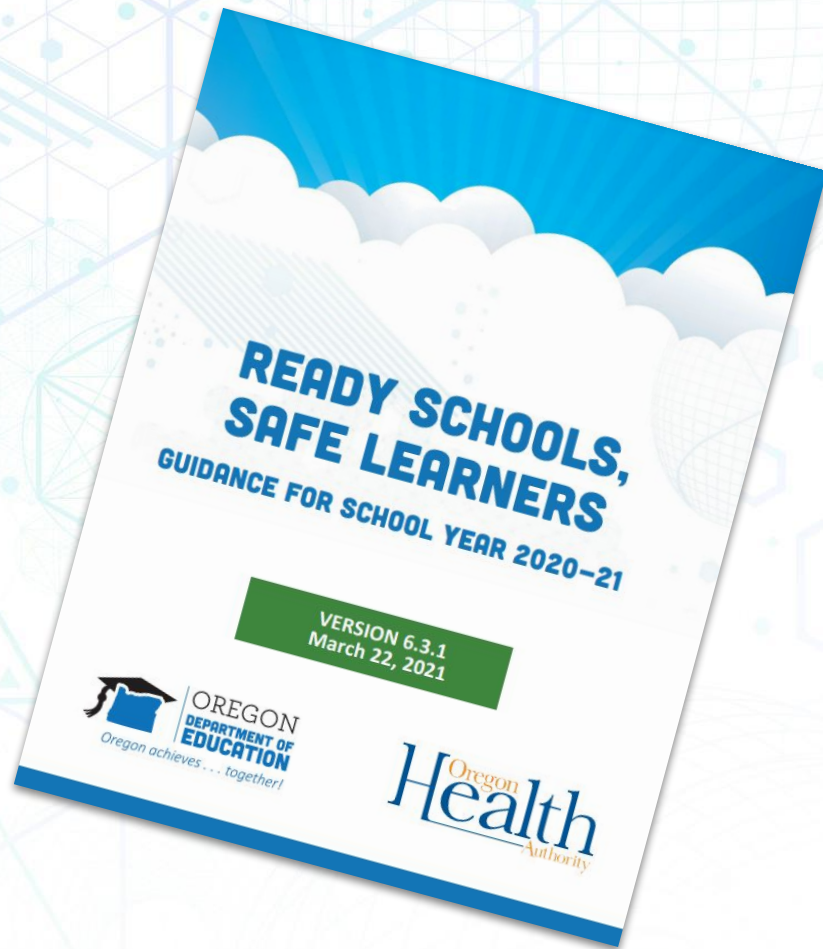


Colt Gill, Director of the Oregon Department of Education

- **2020-21 RSSL May 19 Update**
- **2021-22 Planning**
 - RSSL Updates
 - ARPA ESSER III Preparations

RSSL Update

May 19, 2021



Impact of Statewide Mask Update

School districts, charter schools, and private schools may still choose to require face coverings universally at all times.

- **Outdoor Sports:** Students, staff, volunteers, and spectators are not required to wear face coverings at outdoor sports events. Until additional updates are provided, all previous physical distancing and capacity restrictions still apply.
- **Indoor Sports:** Fully vaccinated students, staff, volunteers, and spectators are not required to wear face coverings at indoor sports events only when vaccination status is checked by the school in a manner described by OHA in guidance. Until additional updates are provided, all previous physical distancing and capacity restrictions still apply.

Impact of Statewide Mask Update

School districts, charter schools, and private schools may still choose to require face coverings universally at all times.

- **Outdoor Graduation Ceremony:** Students, staff, volunteers, and spectators are not required to wear face coverings at outdoor graduation ceremonies. Until additional updates are provided, all previous physical distancing and capacity restrictions still apply.
- **Indoor Graduation Ceremony:** Fully vaccinated students, staff, volunteers, and spectators are not required to wear face coverings at indoor graduation ceremonies only when vaccination status is checked by the school in a manner described by OHA in guidance. ODE and OHA recommend outdoor graduation ceremonies with planned reschedule dates for inclement weather. Until additional updates are provided, all previous physical distancing and capacity restrictions still apply.

Impact of Statewide Mask Update

School districts, charter schools, and private schools may still choose to require face coverings universally at all times.

- **Outdoors:** Students, staff, volunteers, and visitors are not required to wear face coverings outdoors (including, but not limited to: Outdoor PE, outdoor music, recess, and arrival & dismissal). Until additional updates are provided, all RSSL physical distancing and other related requirements still apply.

Impact of Statewide Mask Update

School districts, charter schools, and private schools may still choose to require face coverings universally at all times.

- **School Staff Indoors:** Fully vaccinated staff are not required to wear face coverings or physically distance inside school buildings when students are not present (such as before and after school or on weekends) only when vaccination status is checked by the school.
- **School Board Meetings Indoors:** Fully vaccinated staff, school board members, and community are not required to wear face coverings or physically distance inside at school board meetings if children are not present only when vaccination status is checked by the school. Most children in Oregon are not yet vaccinated. School board meetings are open to the public and students and children are always welcome.

Impact of Statewide Mask Update

None of these provisions should limit an individual or family decision to continue to wear face coverings in school settings. Schools should take steps to prevent and interrupt teasing, bullying, or harassment related to COVID-19 or COVID-19 mitigation efforts, especially when the civil rights of students may be violated.

Resources:

- [Questions and Answers on Civil Rights and School Reopening in the COVID-19 Environment](#)
- [Confronting COVID-19-Related Harassment in Schools A Resource for Families](#)

2021-22 Planning

*RSSL Updates and
ARPA ESSER III Preparations*

Our Approach: Equity Centered

- **Ensure safety and wellness.** Providing students and families with access to critical services, such as nutrition, healthcare, and mental health support.
- **Center health and well-being.** Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.
- **Cultivate connection and relationship.** Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
- **Prioritize equity.** Recognizing the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, Latino/a/x, and Pacific Islander communities; students experiencing disabilities and students living in rural areas.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

Planning & Mental Health Supports

Attending to Well-Being.

- Students and staff will need outlets to process personal and professional stress, challenging emotions, trauma, grief.
- Prioritize physical health and mental health for students and staff to support academic achievement.
- With increased need for culturally responsive workforce, create pathways for diversifying the educator workforce and provide existing staff opportunities for growth and professional learning.

School Safety & Prevention.

- Create welcoming schools, recognize that students, families and staff of color may not feel safe in school settings in this time.
- Recognize that current culture of polarization may increase incidents of bullying, harassment, racism, victimization, and violence within schools.

Access to Mental Health Services & Crisis Services.

- Strengthen communication throughout communities and school networks via newsletters, district website, social media, etc.
- Ensure school community members have full information regarding available local services and contact information.

Welcoming Back Students Full-Time, In-Person

All schools will be open for full-time, in-person instruction every day

- Seeking new ways to address disproportionate impact
 - Safeguarding student opportunity
 - Graduation requirements
 - Family and community engagement
 - Mental health support

Supporting Instruction & Pathways for Learning Remotely

- Setting quality standards for any remote instruction
 - Includes existing and new virtual online schools and programs and home-based learning schools and programs
- Returning to previous instructional time requirements

Reducing the breadth of health and safety requirements

- Increasing local decision-making



Health & Safety Protocols

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Oregon Department of Education

What to Expect for the 2021-22 School Year

Essential Mitigation Strategies

- Face Coverings (when applicable)
- Physical Distancing (3 feet to the degree possible)
- Public Health Communication & Training for School Staff
- Communicable Disease Plan
- Isolation & Quarantine
- Response to Outbreak

Local Decision-Making

- Transportation
- Entry & Screening
- Cleaning & Disinfecting
- Cohorting
- Visitors & Volunteers

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Face Coverings

What we know today...

- **Students Indoors:** All students are required to wear appropriate face coverings.
- **School Staff Indoors:** Fully vaccinated staff are not required to wear face coverings or physically distance inside school buildings when students are not present (such as before and after school or on weekends) only when vaccination status is checked by the school.
- **Students & Staff Outdoors:** Students, staff, volunteers, and visitors are not required to wear face coverings outdoors (including, but not limited to: Outdoor PE, outdoor music, recess, and arrival & dismissal).

School districts, charter schools, and private schools may still choose to require face coverings universally at all times.

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Physical Distancing

What we know today...

Physical distancing recommendations should not prevent a school from offering full-time, in-person learning to all students/families in the Fall.

Recommendations:

- Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the degree possible.
- Minimize time standing in lines

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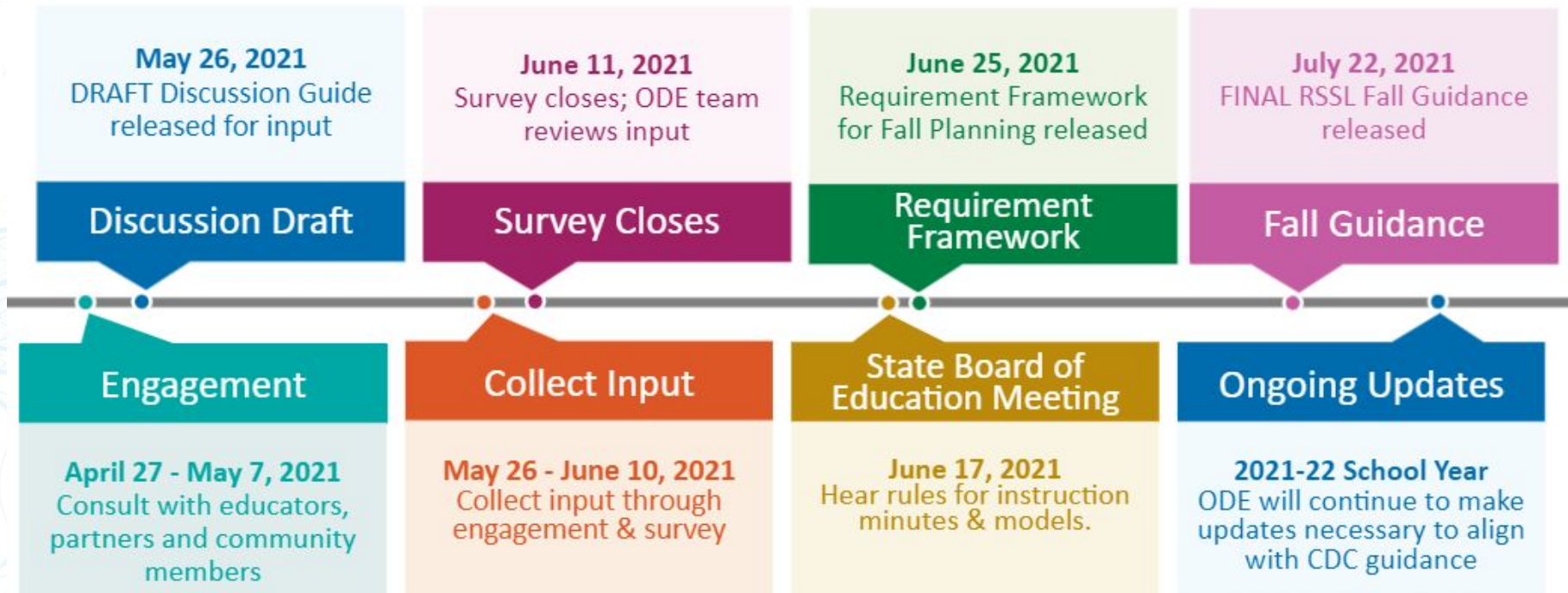
No Changes to Current Guidance

Will Remain in Place for the 2021-22 School Year

- Information Sharing and Training
 - Schools must communicate health and safety protocols to students, families, and community
 - Schools must continue to cooperate with local public health authorities and other critical partners (tribes, transportation contractors, charter schools, etc.)
 - Schools must provide training on health and safety protocols for all staff
- Communicable Disease Plan
 - Remains Division 22 requirement
- Isolation & Quarantine
 - Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
 - The school must provide a remote learning option for students who¹³ are required to be temporarily off-site for isolation and quarantine
- Outbreak Protocols
 - ODE and OHA will maintain an outbreak response guide

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Timeline



American Rescue Plan (ARP)

Elementary and Secondary School Emergency Relief (ESSER III) Fund

On March 11, 2021, President Biden signed the American Rescue Plan (ARP) Act of 2021. The ARP Act includes nearly \$122 billion for the Elementary and Secondary School Emergency Relief (ESSER III) Fund.

Oregon Department of Education was allocated \$1.121 billion

ARPA ESSER III Application

Application due June 7: Our aim is to center on equity, create space for future flexibility tied to community and school engagement and input on priorities for these resources.

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

Oregon Invests & Envisions Equity in Education

Prioritize Health & Safety For All Communities

During the pandemic, health and safety protocols were instituted that must remain a top priority to prevent and respond to any further public health crises.

Facility and public health protocols as well as targeted professional learning must continue in a purposeful way.

We must recommit to creating schools that are welcoming to each and every student we serve. Vigilance against hate and violence keeps our schools safe.



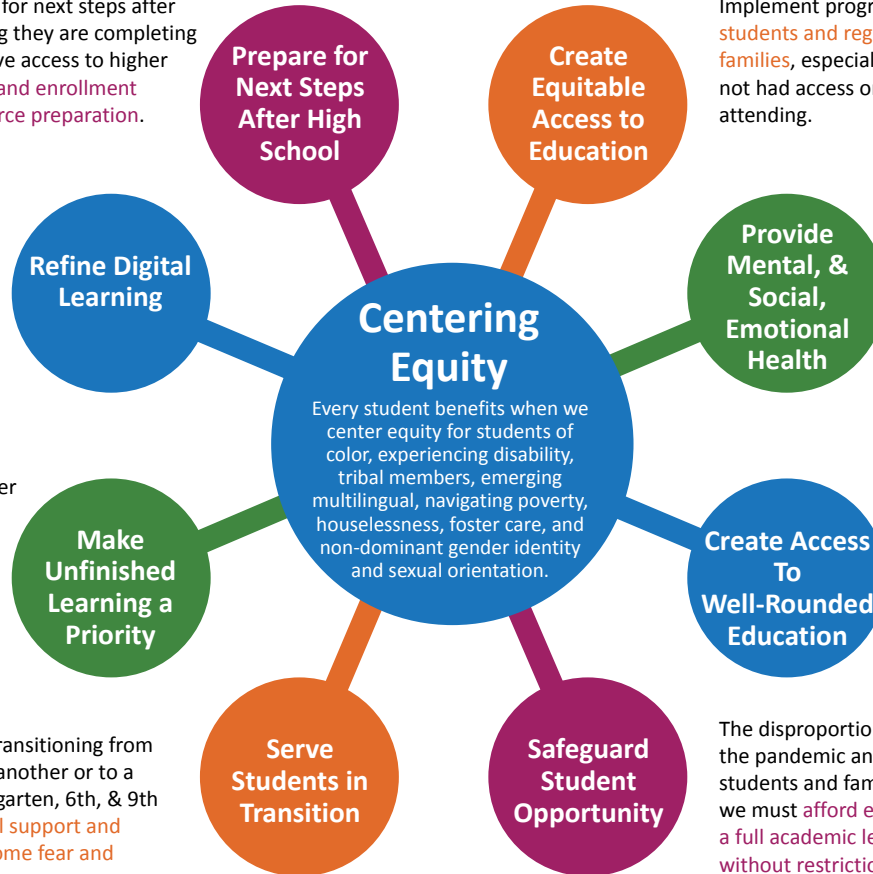
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Oregon achieves... together!

Help students prepare for next steps after high school by ensuring they are completing **financial aid** forms, have access to higher education **application and enrollment processes**, and **workforce preparation**.

Learn from Comprehensive Distance Learning in 2020-21. **Improve upon and apply best practices to online programs** offered in 2021-22 and beyond.

Extend the learning day and year. Provide before and after school enrichment and learning activities. **Collaborate with tribes and community based organizations** (especially culturally specific organizations).

Students who are transitioning from one community to another or to a new school (kindergarten, 6th, & 9th grades) need to **feel support and belonging to overcome fear and isolation**.



Implement programs to **enroll all students and regularly engage families**, especially those who have not had access or have not been attending.

Support students and staff with culturally responsive **trauma-informed care**, social emotional learning (SEL), racial equity and anti-racist approaches, and a **strengths-focused multi-tiered system of support**.

Center student learning that builds on strengths, addresses needs, provides active engagement, and is culturally responsive and developmentally appropriate.

The disproportionate and severe impact of the pandemic and our response on students and families must be recognized, we must **afford every student a full academic learning experience without restriction** as they regain their learning stride.

Questions...





HB 5042: Summer Learning & Enrichment Programs Update

Report to the Ways & Means Subcommittee on Education

May 12, 2021

Background

House Bill 5042 provides:

- \$195.6 million from the Summer Learning Program Account and \$10.0 million in Federal Funds for school district grants for high school credit recovery, K-8 enrichment and K-5 child care grants.
- \$12 million in General Fund and \$11.2 million in Federal Funds for the Early Learning Division to expand existing programs for Summer 2021.
- \$41.2 million in General Fund for a one-time grant for the Oregon Community Foundation (OCF) award summer enrichment grants for K-12 and Parent-Child support program grants for the summer.

The Vision

- The COVID-19 pandemic has had a significant impact on Oregon's children, youth and families, **disproportionately impacting communities of color, members of tribes, low-income families, and rural communities.**
- As a state, **we have a collective responsibility to address mental health, well being, and unfinished learning** as we mitigate impacts of the COVID-19 pandemic for Oregon's children and families.
- **This summer our priority for students is promoting and supporting their mental health and well-being and providing learning and enrichment opportunities** grounded in student interests that can re-spark engagement, foster learning, and nourish in-person connections.

Who We Engaged Partners

Date	Type of Engagement	Approx. Number
4/7 & 4/16	Business Managers Meeting	130
4/8 & 4/14	Rules Advisory combined with African American Black Student Success Plan; AI/AN Advisory	95
4/12	Office Hours (public schools, public charter schools, ESDs, private schools and other partners)	180
4/12	STEM Hub Directors	13
4/13	COSA All Superintendents Meeting	205
4/14	OSAA Secondary Leaders	30
4/15	ESD School Improvement Leaders	20

 **(APPROXIMATE) NUMBER OF TOTAL PARTICIPANTS - 672**

Key Takeaways

1. Flexibility in program eligibility.

- Participants shared requests for enrichment to extend to pre-K and outgoing 8th graders and a desire for enrichment for grades 9-12.

2. Expand funding timeline and provide clarity around sources for match requirement.

- Participants wanted to use the funds for an extended school year school days in 2021-22 for before and after school programs, weekend programs, and summer programs in 2022
- Participants wanted to better understand the type of funds (Federal Funds, State Funds like SIA and HSS, donations, etc).

3. Prioritize equitable distribution and access for students and communities most impacted by COVID-19 pandemic.

- Participants wanted to know how districts would meaningfully partner with community-based organizations to provide coverage for all students.

Programs

- **High School Credit Recovery**
 - Funding to support summer programs for high school students to earn credits to stay on-track for graduation.
- **K-8 Summer Enrichment and Learning**
 - Enrichment activities (STEM, physical education, arts, dance, music, etc.)
 - Academic learning and readiness supports (summer school, bridge programs, transition programs, etc.)
 - Social-emotional and mental health services.
- **K-5 Wrap-around Child Care**
 - Funding provides supplemental funds for wrap around child care services for K-5 students who participate in Summer Enrichment and Learning and are eligible for free or reduced priced meals.

Eligible Uses

- Personnel costs
- Curriculum, Supplies, and Technology
- COVID-19 related Expenses
- Third-Party Contracts
- Student Expenses
- Facility related Expenses
- Transportation Expenses
- Snacks and Meals

Supporting Implementation

SHIFTING THE NARRATIVE

"Learning Loss"

Unfinished
Learning

"Remediation"

Acceleration

"Recovery"

Renewal

- ODE released a [*Summer Learning Best Practice Guide*](#) designed to help districts as they develop a variety of summer programming; its aim is to offer ideas and resources to help meet the urgency of this moment.
- ODE released an [*Unfinished Learning Framework*](#) reframing much the deficit-centered language in the field on Learning Loss, Recovery, and Remediation.
- ODE hosts weekly Office Hours to field questions around Ready Schools, Safe Learners and holding school in-person during COVID-19.

Implementation Update

TOTAL NUMBER OF APPLICATIONS RECEIVED: 187

- 152 Districts applied
- 35 Charter schools applied separately
- 77% of districts have applied
- 91% of Oregon's students live in districts that have applied
- Districts estimate they will serve over 49,000 high school students and over 190,000 K-8 students

Early Learning Division

- ELD received \$12 million in General Fund and \$11.2 million in federal funds
- Grants are available to current PSP, OPK, ECEF, KPI grantees
- Extends current programming and allows for new families to join
- Grants cover all general operating expenses for child care facilities
- Federal funds will expand the Employment-Related Day Care program

Oregon Community Foundation

- Received \$41.2 million General Fund
- \$39.5 million for grants to Community-Based organizations and other non-profits for K-12 enrichment activities this summer
- \$1.2 million for birth to 5 Parent Child interactive programming
- \$500,000 for administrative costs

OCF (Continued)

- K-12 enrichment grants on a rolling competitive basis
- Grants awarded based on:
 - Geographic diversity
 - Provision of additional family resources to remove barriers to participation
 - Prioritizing communities disproportionately impacted by the pandemic
 - Ability to meet all insurance and safety requirements

OCF (Continued)

As of May 10, 2021:

- OCF has reviewed almost \$1 million in grant recommendations for the K-12 program.
- An additional 100 proposals that have been received for review.
- 25 applications to date for birth to 5 programs.