OREGON DEPARTMENT OF EDUCATION

READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020–21

African American/Black Student Success Advisory Group

February 5, 2021

Key RSSL Guidance Updates:

- Metrics
- Health and Safety Protocols
- C-19 Testing
- Vaccine
- ESSER2

New Tools and Resources

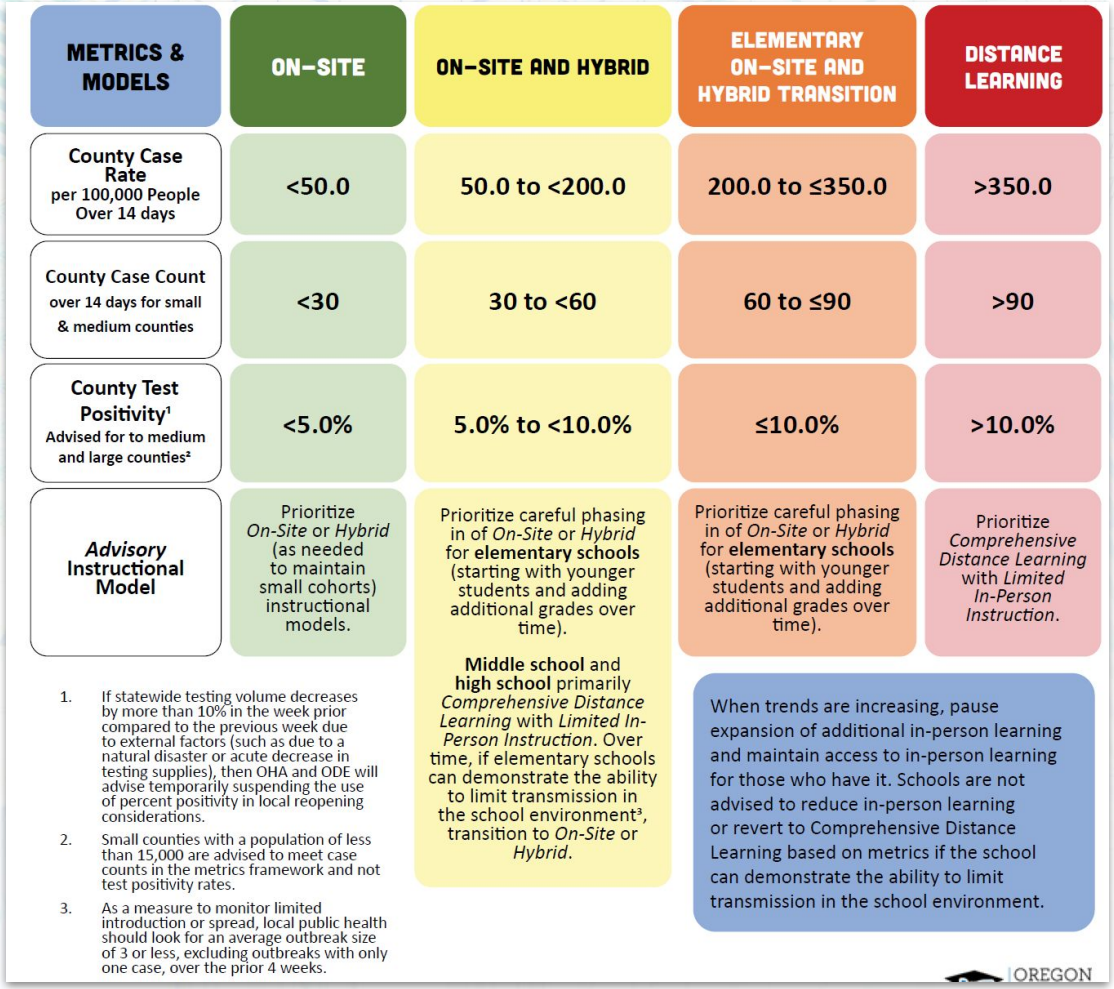
- Learning Outside
- Field Trips & Outdoor School
- Equitable Grading and Credit
- Contact Tracing
- Research Resource
- Assessment Waiver

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.

OREGON DEPARTMENT OF EDUCATION

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[1] Advised for to medium and large counties[2]	<5.0%	5.0% to <10.0%	≤10.0%	>10.0%
***Advisory* Instructional Model**	Prioritize *On-Site* or *Hybrid* (as needed to maintain small cohorts) instructional models.	Prioritize careful phasing in of *On-Site* or *Hybrid* for **elementary schools** (starting with younger students and adding additional grades over time). **Middle school** and **high school** primarily *Comprehensive Distance Learning* with *Limited In-Person Instruction*. Over time, if elementary schools can demonstrate the ability to limit transmission in the school environment[3], transition to *On-Site* or *Hybrid*.	Prioritize careful phasing in of *On-Site* or *Hybrid* for **elementary schools** (starting with younger students and adding additional grades over time).	Prioritize *Comprehensive Distance Learning* with *Limited In-Person Instruction*.

1. 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.
2. 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.
3. 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.

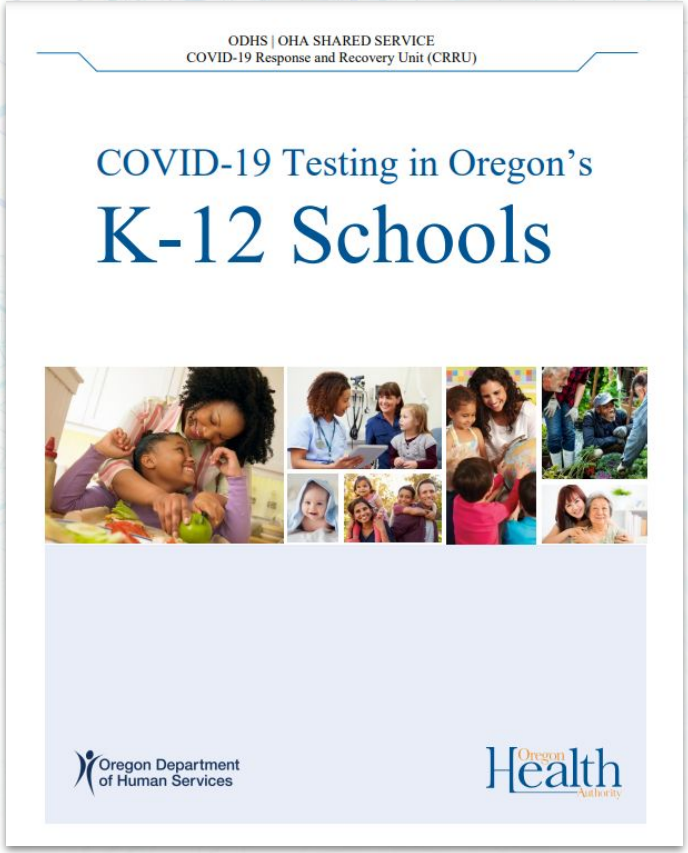
When trends are increasing, pause expansion of additional in-person learning and maintain access to in-person learning for those who have it. Schools are not advised to reduce in-person learning or revert to Comprehensive Distance Learning based on metrics if the school can demonstrate the ability to limit transmission in the school environment.

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.

COVID-19 testing available in schools.

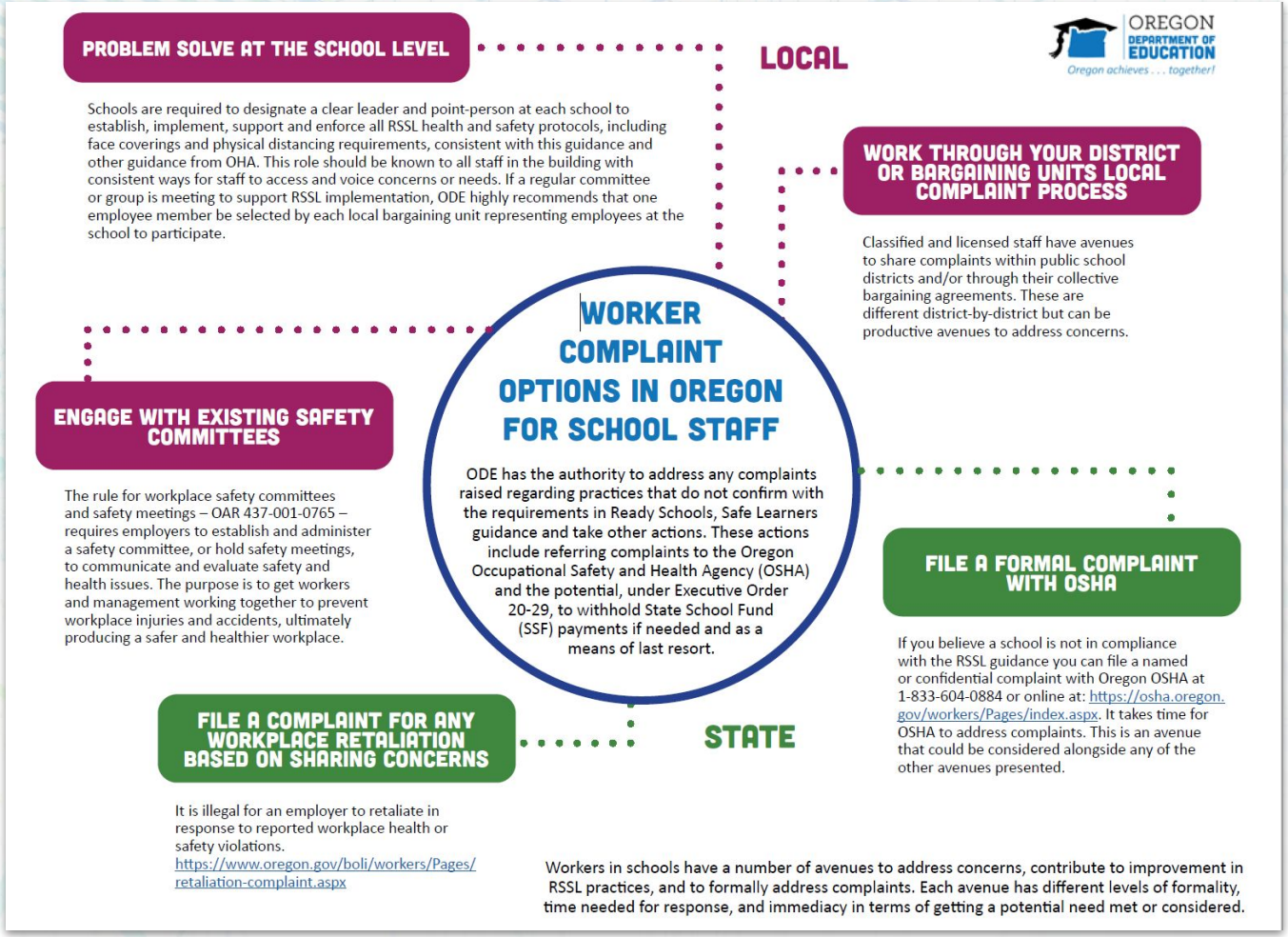
- Access to on-site testing is for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID-19.
- Online training.
- Self-administered.
- Permission required.
- Results reported.



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



Training has always been required…And, important as you transition to in-person instruction.

- Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols.
- Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.

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.		

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

IMPORTANT DEFINITIONS

Primary COVID-19 symptoms include the following:

- Fever of 100.4°F or higher
- Chills

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

Face Coverings are not a choice.

- Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering for values-based reason should be provided access to CDL. Additional provisions do apply to students protected under ADA and IDEA.
- Staff refusal to wear appropriate face coverings should be addressed according to established school or district processes.
- OSHA: Employers are required to provide face coverings for all staff, contractors, other service providers, visitors and volunteers.

New Tools and Resources...

READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020–21

About the 2020-21 School Year

- Ready Schools, Safe Learners Guidance
- Limited In-Person instruction
- Comprehensive Distance Learning
- For Families and Students
- School Blueprints
- School Status Updates
- Health Metrics

School Leaders

- 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

Resources

- Support Tools
- Engagement Resources
- Mental Health Resources
- Guidance for Hospitals and Other Care Settings
- Resource Library
- State By State
- Wildfire Emergency Metrics Waiver

Related Pages

- Early Learning Division
- Governor's Office
- Oregon Health Authority
- Centers for Disease Control
- World Health Organization

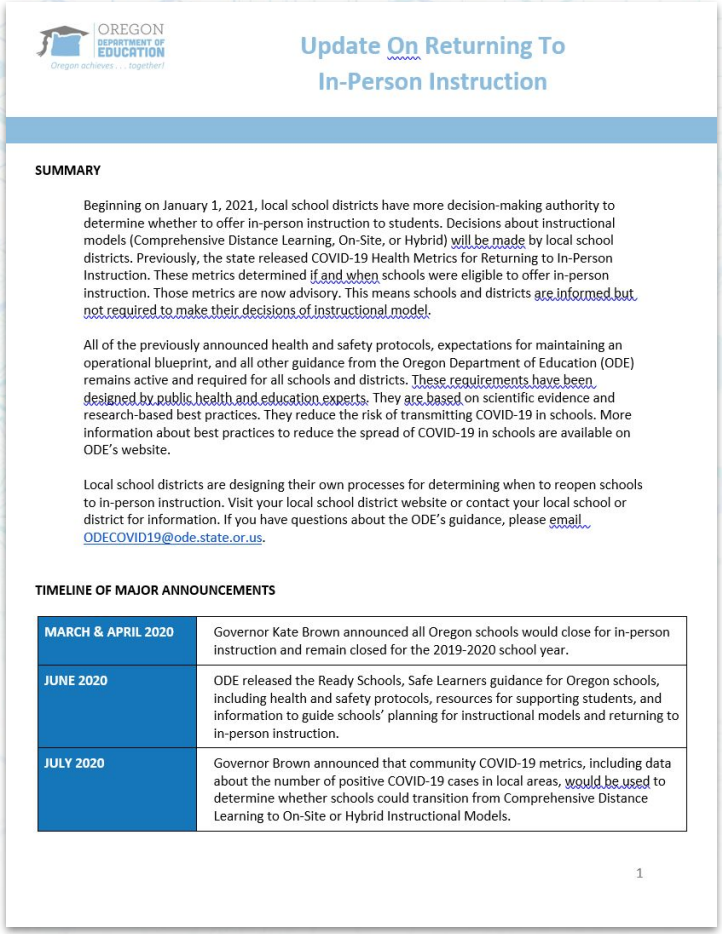
OREGON DEPARTMENT OF EDUCATION

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).



OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

Update On Returning To In-Person Instruction

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.

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, would be used to determine whether schools could transition from Comprehensive Distance Learning to On-Site or Hybrid Instructional Models.

1

Fresh airflow = Less spread.

New Guidance for:

- Learning Outside
- Field Trips
- Outdoor School

Supplemental Guidance for Learning Outside
1/19/21

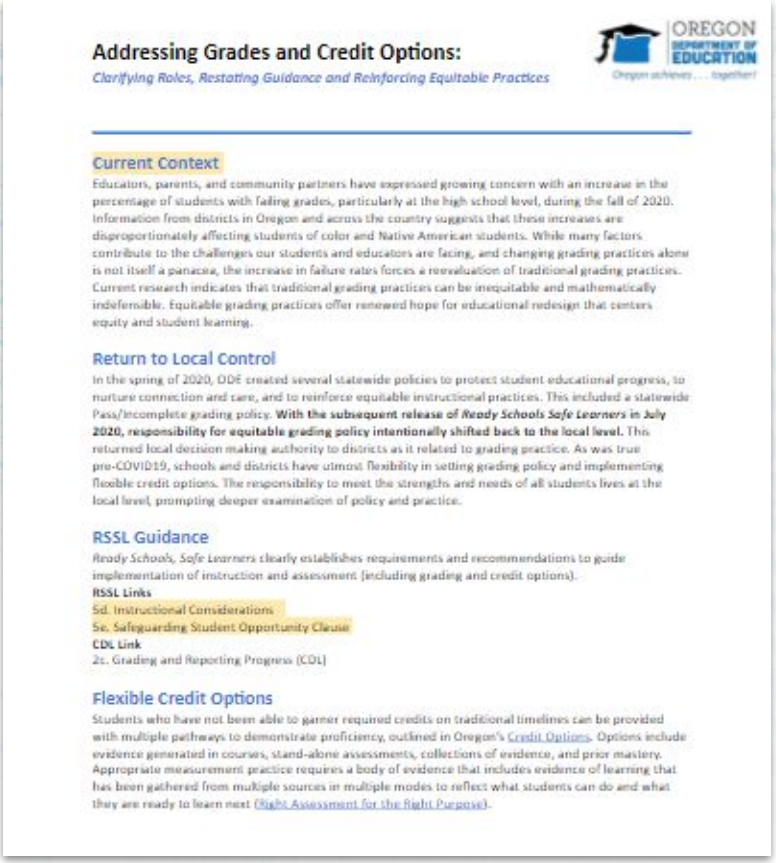
Rationale for Learning Outside

Supplemental Guidance for Field Trips

Supplemental Guidance for Outdoor School Programs

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

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

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 utmost 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

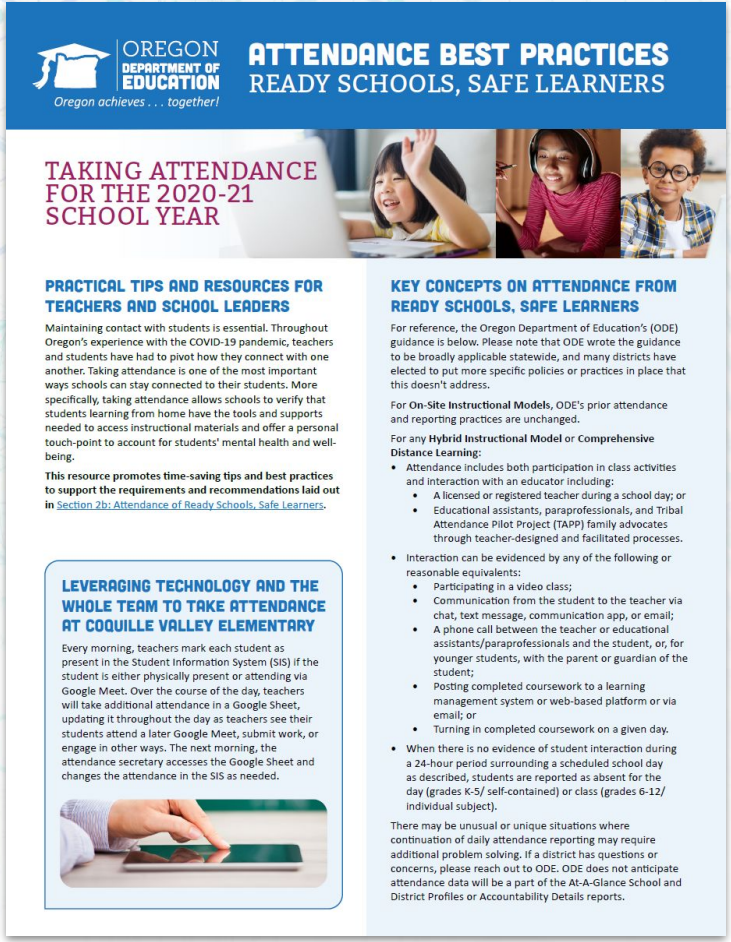
2c. Grading and Reporting Progress (CDL)

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.



OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

ATTENDANCE BEST PRACTICES
READY SCHOOLS, SAFE LEARNERS

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.

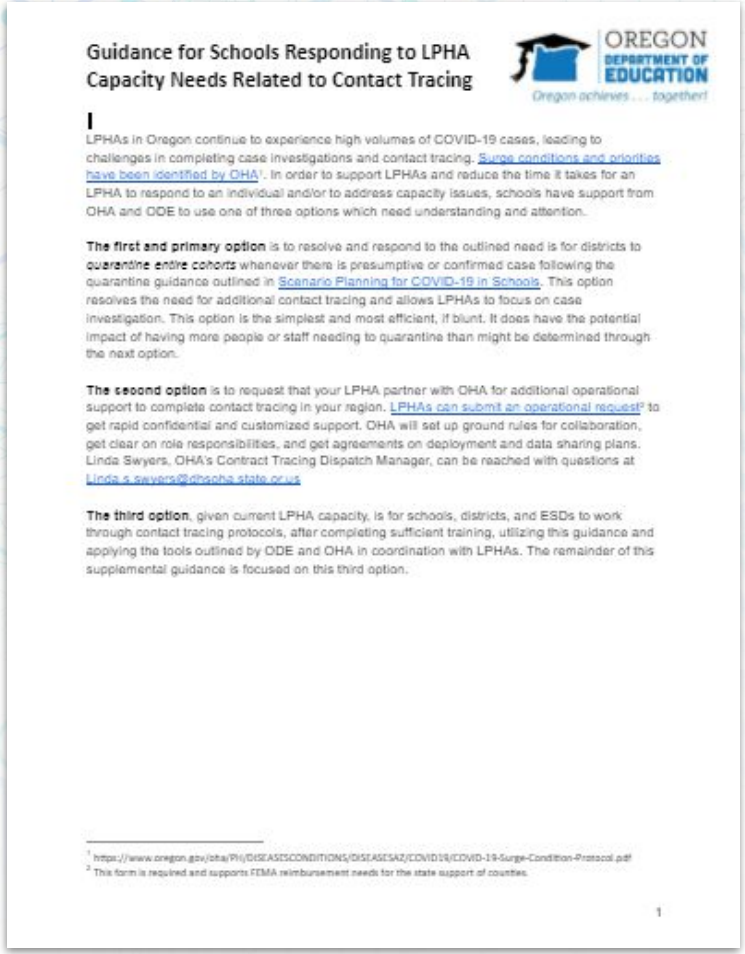
For any **Hybrid Instructional Model** or **Comprehensive Distance Learning**:

- 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

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

I

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[1]. 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[2] 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@dhsoha.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.

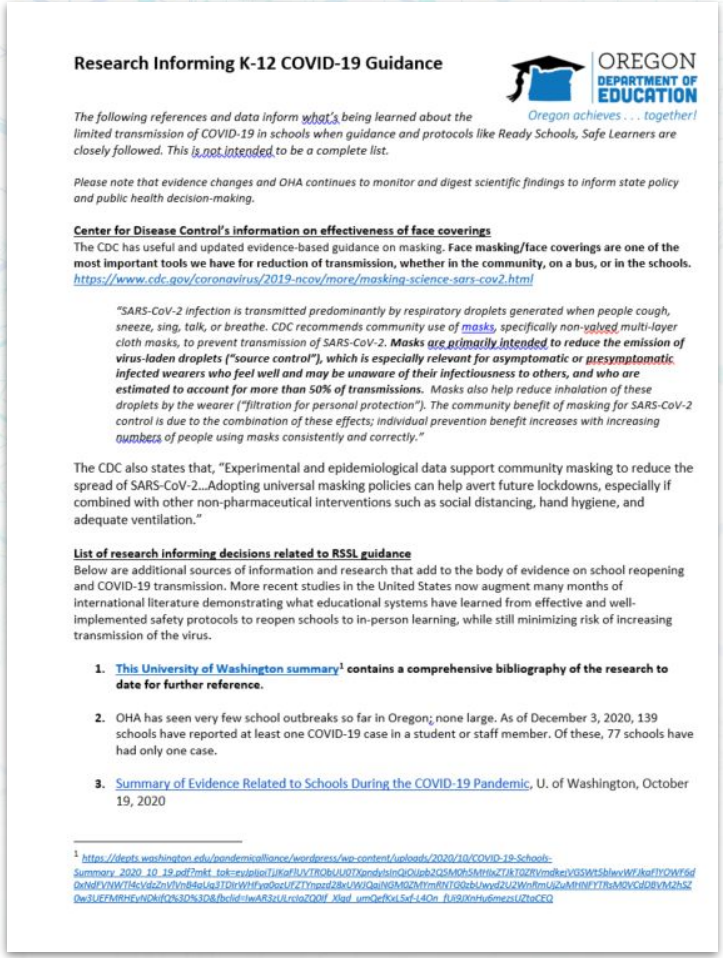
[1] https://www.oregon.gov/oha/PH/DISEASESCONDITIONS/DISEASESAZ/COVID19/COVID-19-Surge-Condition-Protocol.pdf

[2] This form is required and supports FEMA reimbursement needs for the state support of counties.

1

The evidence behind the decisions...

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



Research Informing K-12 COVID-19 Guidance

OREGON DEPARTMENT OF EDUCATION

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.

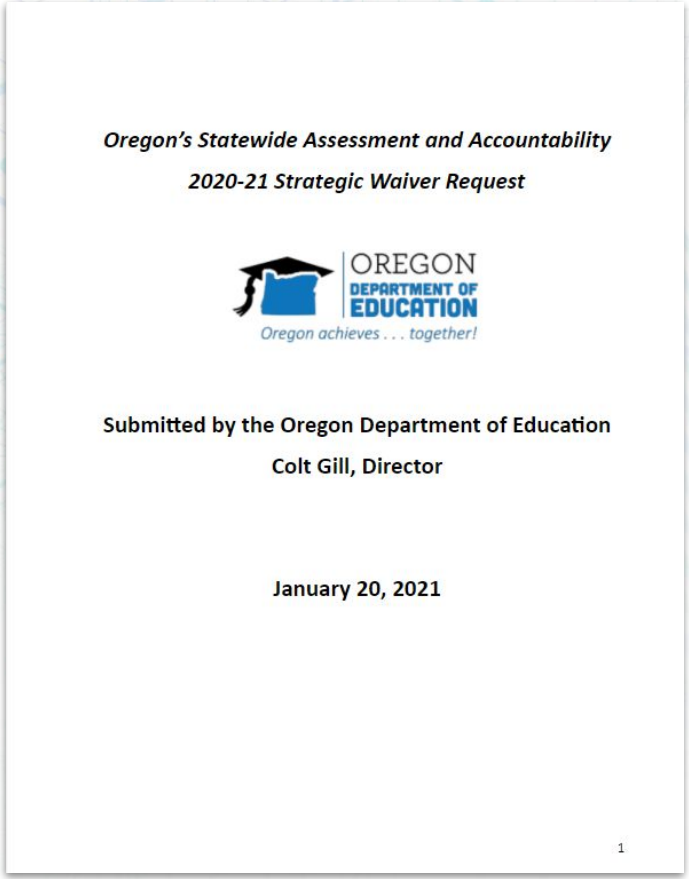
1. **This University of Washington summary[1] contains a comprehensive bibliography of the research to date for further reference.**
2. OHA has seen very few school outbreaks so far in Oregon; none large. As of December 3, 2020, 139 schools have reported at least one COVID-19 case in a student or staff 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

[1] https://depts.washington.edu/pandemicalliance/wordpress/wp-content/uploads/2020/10/COVID-19-Schools-Summary_2020_10_19.pdf?mkt_tok=eyJpIjoiTjJlKaFlUVTROQbUU0TXpndyIsInQiOiJpb2Q5MOh5MHIxZTJkT0ZlRVmdkejVGSWt5blwvWFJkaFlYOWF6d0xNdFVlWTl4cVdzZnVlVnB4aUg3TDlrWHFvaOpzUFZTYnpzd28xUWJQaiNGM0ZNYmRtNTQ0abUwyd2U2WnRmUjZuMHNFYTRsM0VCdDBVM2h5Z0w3UEFFMRHEyNDkifQ%3D%3D&fbclid=IwAR3zULrcIqZQ0If_XIqd_umQefKxLSxf-L4On_fUi9JXnHu6mezsUZtaCEQ

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

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

Submitted by the Oregon Department of Education

Colt Gill, Director

January 20, 2021

1

Vaccine Update

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

NYT - Let's be a voice for the vaccine.

1. The Moderna and Pfizer vaccines — the only two approved in the U.S. — are among the best vaccines ever created, with effectiveness rates of about 95 percent after two doses. That's on par with the vaccines for chickenpox and measles.
2. If anything, the 95 percent number understates the effectiveness, because it counts anyone who came down with a mild case of Covid-19 as a failure.
3. Although no rigorous study has yet analyzed whether vaccinated people can spread the virus, it would be surprising if they did. "If there is an example of a vaccine in widespread clinical use that has this selective effect — prevents disease but not infection — I can't think of one!" Dr. Paul Sax of Harvard has written in The New England Journal of Medicine. (And, no, exclamation points are not common in medical journals.)
4. The risks for vaccinated people are still not zero, because almost nothing in the real world is zero risk. A tiny percentage of people may have allergic reactions.

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.

OREGON DEPARTMENT OF EDUCATION

Questions...