



THE OREGON STATE BOARD OF EDUCATION

Provide Leadership and vision for Oregon's Public Schools and districts by enacting equitable policies and promoting educational practices that lead to the educational and life success of students.

Meeting Minutes

A Annual Retreat - Day 1 was held Wednesday, August 19, 2020, beginning at 9:00 AM in the Public Service Building 251 A/B
255 Capitol Street NE
Salem, OR 97310.

Present:

Excused:

Absent:

Staff:

- | | | |
|----|--|------------|
| 1. | Welcome and Opening | |
| 2. | State Board of Education Overview | 2 |
| 3. | Preview of 2020-2021 Board Actions | 25 |
| 4. | LUNCH BREAK | |
| 5. | ODE updates on ethnic studies standards, teacher workforce, and bilingual education in Oregon | 130 |
| 6. | ADJOURN | |

Oregon State Board of Education

August 19, 2020 Retreat

AGENDA ITEM: 2. State Board of Education Overview

SUBJECT: State Board of Education Overview STAFF NAME & OFFICE: Lisa Pinheiro, Interim Board Administrator State Board of Education Mission, Vision and Values	<input type="checkbox"/> Informational Presentation <input checked="" type="checkbox"/> Written Report
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BACKGROUND

In September 2017, the State Board of Education adopted the following as its Mission, Vision and Values:

OREGON STATE BOARD OF EDUCATION

MISSION

Provide leadership and vision for Oregon’s public schools and districts by enacting equitable policies and promoting educational practices that lead directly to the educational and life success of every student.

VISION

The Oregon State Board of Education will work collaboratively and inclusively with stakeholders to develop and sustain a public education system that empowers every student to reach their full potential.

VALUES

EQUITY · INTEGRITY · INNOVATION
EMPOWERMENT · INCLUSION · EXCELLENCE
ADAPTABILITY · STUDENT CENTERED

 OREGON DEPARTMENT OF EDUCATION BOARD of EDUCATION



Oregon State Board of Education

August 19, 2020 Retreat

AGENDA ITEM: 2. State Board of Education Overview

The Board also considered a number of goals and strategies to serve as a high level guide for the important work of the Board.

Goals:

Goal 1: Strong Students- Supporting Students Throughout Their PK-12 Journey

Goal 2: Strong Community and Families - Families have the information and support they need to nurture and prepare their children for school

Goal 3: Strong Leadership – Develop and implement a collective leadership framework

To summarize the strategies identified and the direction the Board was taking in 2017, the following areas were identified as those to which the Board would commit itself:

- Strategies that focus on students who are over-represented in the academic achievement gap and under-represented in accessing strong services and supports.
- Listening to stakeholders across the state and acting on what we hear and learn from them.
- Focusing on results and using data to drive decisions.
- Having the courage necessary to make change.
- Holding onto a sense of urgency.
- Focusing its message and broadening its communication.

Recent State Board Accomplishments

2018

July

August

Discussed improvements to Complaints process during retreat and many items would later be enacted.

September

Colt's op-ed on safe, welcoming schools.

Teacher of the Year announced.

Adopted permanent rules for Chronic Absenteeism Plan.

October

Administration of the Healthy & Safe Schools Plan.

DACA/Undocumented Toolkit presentation.

Every Day Matters Campaign launched to reduce chronic absenteeism.

November

December

Oregon joins California and Washington to oppose federal changes redefining the concept of gender.

2019

January

Visited Trauma Informed Practices in Tillamook School District, Tillamook High School Agriculture Program, Trask River High School.

Four-year graduation rates climb for fifth straight year.

February

Board Chair Veliz writes opinion piece printed in Statesman Journal titled: Racism, discrimination, bullying and intimidation will not go away if we ignore it

March

Adopted new rules for complaints and appeals.

Held special meeting to hear from Gov. Kate Brown about fiscal management and transparency, receive report from Instructional Time Workgroup.

April

Received presentation on ODE's Equity work and the Equity, Diversity and Inclusion Strategic Plan that will align language and definitions across the agency and creation of equity teams in each office.

May

Board Chair Veliz co-authors Oregonian opinion column titled: Our schools, ballfields and gyms must remain free of hate and bigotry

Board gets update on Student Success Act and how the additional funding will be targeted.

Adopted temporary rules for Educator Advancement Networks. ODE will assume oversight of the Educator Advancement Council with the sunseting of the Chief Education Office.

Adopted revisions to the Physical Education requirements that prorates the minutes requirement and assists school districts with interpretation and implementation.

Board accomplishments for the 2019-2020 school year

In 2019, Anthony as Board Chair wrote an Op-Ed about his daughter's experience with racism at a high school sporting event. Out of that developed a collaboration with OSAA, OSBA, COSA, and other partners. That work carried forward into the 2019-20 school year and resulted in changes to policy and guidance to our schools to guard students' civil rights as they participate in school activities.

At the August 2019 retreat, the Board directed staff to update the docket template used by staff presenting to the Board. The Board wanted better information on and analysis of the equity impacts of each proposal presented to the Board.

Throughout the year, the Board undertook two major charter school issues: the Ivy School renewal and the EAGLE Charter School review. In each of those, the Board invested significant time and energy into ensuring that the charter schools sponsored by the State Board of Education are held to high standards.

The Board collaborated with other boards and councils in new and unique ways. In October, the Board adopted the rules on behalf of the Educator Advancement Council. In April, the Board adopted joint rules with the Youth Development Division.

Throughout the year the Board heard updates on, gave feedback to, and then approved Oregon's Perkins V CTE State Plan.

In March, the Board held a work session and Department staff presented an overview of Oregon's Statewide assessment system.

In April, the Board issued an official letter from the State Board of Education regarding the state's and the community's educational response to COVID-19.

In June, the Board held an information session on the State Seal of Biliteracy and welcomed the Confederated Tribes of the Umatilla Indian Reservation Language Program, Pendleton School District, the Pendleton High School Language Programs and Seal of Biliteracy Student Awardees.

Over the course of the year, the Board adopted over 120 administrative rules.



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BOARD of EDUCATION

State Board of Education: Governance & Roles



Cindy Hunt
Chief of Staff



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Oregon achieves . . . together!

Symbiotic Relationship

State Board of Education

Appointed by the Governor, confirmed by Senate.

Relies on ODE for staffing.

Adopts administrative rules.

May sponsor a public charter school.

Deputy Superintendent of Public Instruction

Appointed by the Governor, confirmed by Senate.

Administrative officer for the SBE. Provides staff support.

Administrative head of ODE.

Oversees ODE budget.

Oregon Department of Education

ODE relies on the SBE for rulemaking and adopting standards.

Staff support to carry out SBE and Deputy Superintendent responsibilities



Agency Overview

History and Background

Oregon Department of Education

- Oregon Department of Education (ODE) created by Legislature in Oregon Revised Statutes (ORS) 326.111.
- ODE directed by the State Board of Education (SBE), established in ORS 326.021.
- ODE administered by a Superintendent of Public Instruction which is the Governor provided by Section 1, Article VII of Oregon Constitution.
- The Superintendent of Public Instruction shall appoint a Deputy to carry out the duties of the Superintendent.
- As part of these duties, the Deputy Superintendent of Public Instruction heads the ODE and is the administrative officer for the SBE.

Agency Overview

Summary of Services

K-12 Public Education Services

Services administered through the Oregon Department of Education through the direction of the State Board of Education and oversight of the Deputy Superintendent of Public Instruction.

Service Responsibilities include:

- Serving more than 580,000 school children.
- Development and adoption of state academic content standards.
- Development and administration of statewide student assessment systems.
- Ensuring delivery of education services to student experiencing disabilities, including those in youth correctional facilities, hospital settings and long term care and treatment programs.
- Administration of the State School Fund in providing \$9 billion in operational funds to Oregon's 197 school districts and 19 education service districts.

Agency Overview

Summary of Services

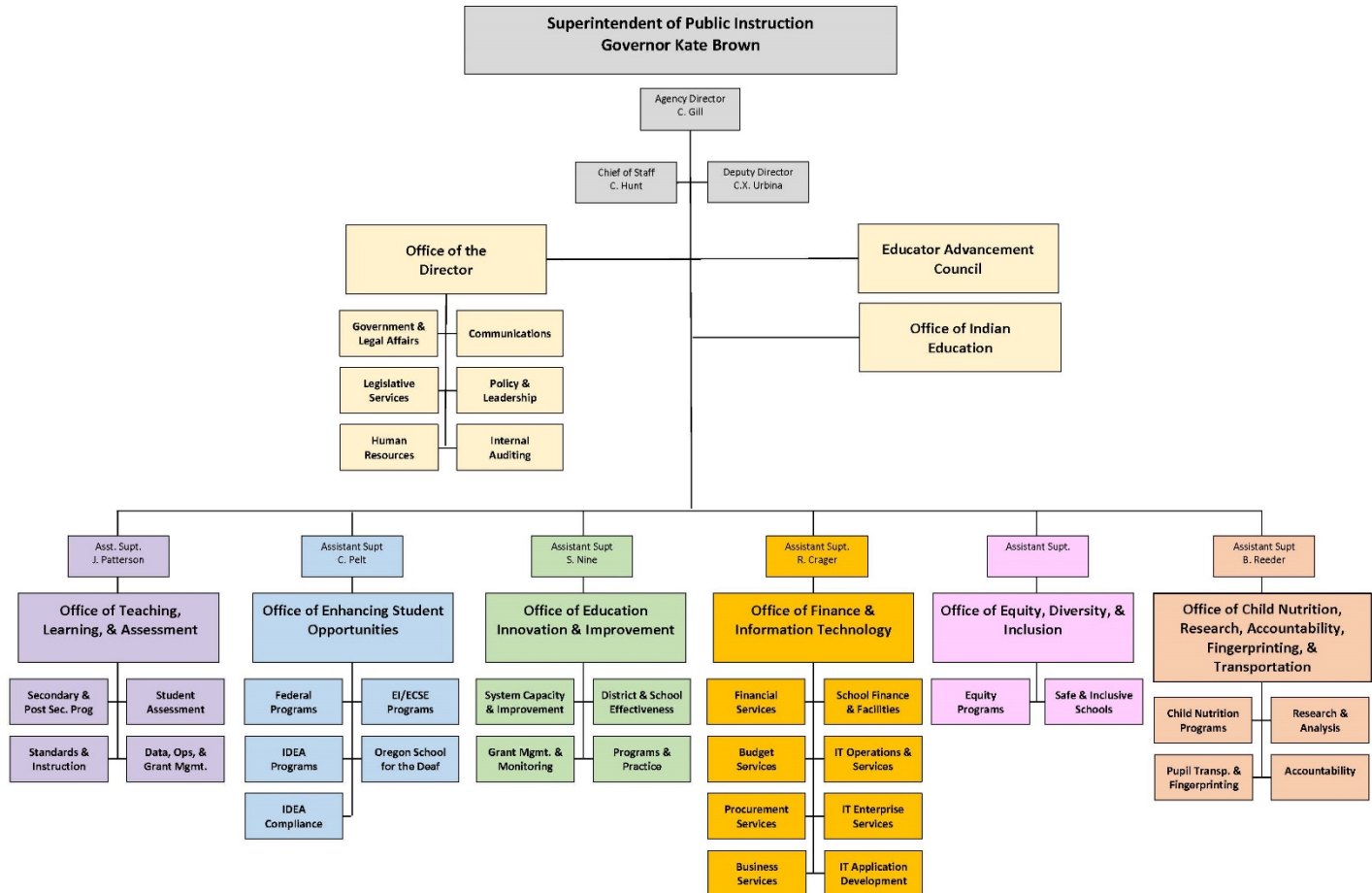
K-12 Public Education Service

Service Responsibilities include:

- Administration and oversight for the Student Success Act and High School Success Act.
- Ensuring healthy nutritious meals are served to Oregon's school children in various settings.
- Operation of the Oregon School for the Deaf.
- Ensuring school buses transporting Oregon's students are safe and drivers are trained.
- Assisting school districts in complying with state and federal law through monitoring and technical assistance.
- Reporting school, district and student performance.

Agency Overview

Policy and Structural Framework

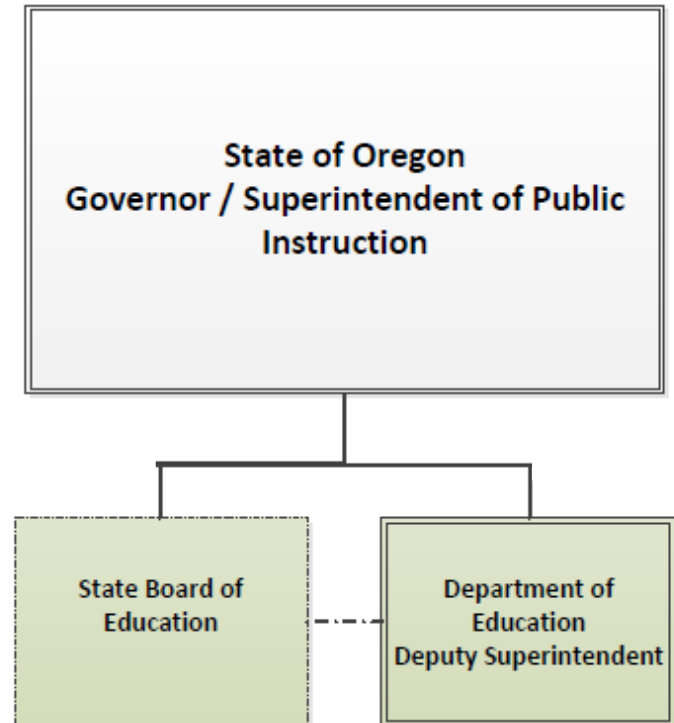


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STATE BOARD OF EDUCATION'S ROLE & RESPONSIBILITIES

- State Board of Education (SBE) was created in 1951 by the Oregon Legislature
- Set educational policies & standards for K-12
- Serve 197 School Districts (SDs)
- 19 Education Service Districts (ESDs)
- Serve over 580,000 students



Board Responsibility & Authority

Policy:

Adopts rules for general governance of K-12 (ORS 326.051).

Rulemaking:

- Responsible for adopting OAR's (ORS 326.051)
- Sets educational policies & standards for all public SDs & ESDs
- Oversees four state-sponsored charter schools. Sets rules & content standards.

Review/Appeal Authority:

- Hearing appeals on district boundary changes & complaints (ORS 330.090).
- Hearing charter school sponsorship appeals. (338.075)

Executive/Administrative Authority:

- All admin. Functions of SBE relating to supervision, management & control are exercised through ODE under the Superintendent of Public Instruction (Deputy Sup.) (ORS 326.111).

Board Management Responsibility

- SBE Members act in accordance to their role as public representatives of ODE.

Directors

KIMBERLY HOWARD
Term: 7/1/16-6/30/20



**GUADALUPE MARTINEZ
ZAPATA**
Term: 12/17/18-6/30/20



BRIDGET WHEELER
Term: 9/23/19-6/30/20



JEROME COLONNA
Term: 7/01/18 – 6/30/22



GEORGE RUSSELL
Term: 7/1/16-6/30/20



JENNIFER SCURLOCK
Term: 9/23/19-6/30/23



ANTHONY VELIZ
Term: 3/15/17-3/14/21



Individual Board Members

- The Chair may form committees & workgroups.
- SBE Members have authority only when acting as member of the board during legal sessions.
- The Board cannot be bound by statements or actions of individual board members or employees, unless directed by the Chair.
- **Individual Board, advisors or ex-officio members or their designees do not have authority to direct ODE staff work.**
- If individual Board, advisors or ex-officio members want updates on ODE topics, those requests need to be sent to the Board Administrator and Chair.
- To contact individual ODE staff, that request needs to be sent to the Board administrator to make sure staff is properly responding to Board members.

Individual Board Members Continued

- The Chair may ask through board administrator & in consultation with Deputy Superintendent to prepare materials for presentation to the full board.
- Any written report requested by a member needs to be sent to Deputy Superintendent through SBE administrator.
- Individual board members do not speak for the board unless the board arrived at a formal decision.



INDIVIDUAL BOARD MEMBERS

- The Chair may ask through board administrator & in consultations with Deputy Superintendent to prepare materials for presentation to the full board.
- Any written report requested by member needs to send request to Deputy Superintendent through SBE administrator.
- Individual board members do not speak for the board unless the board arrived at a formal decision.

STAFF TO THE BOARD

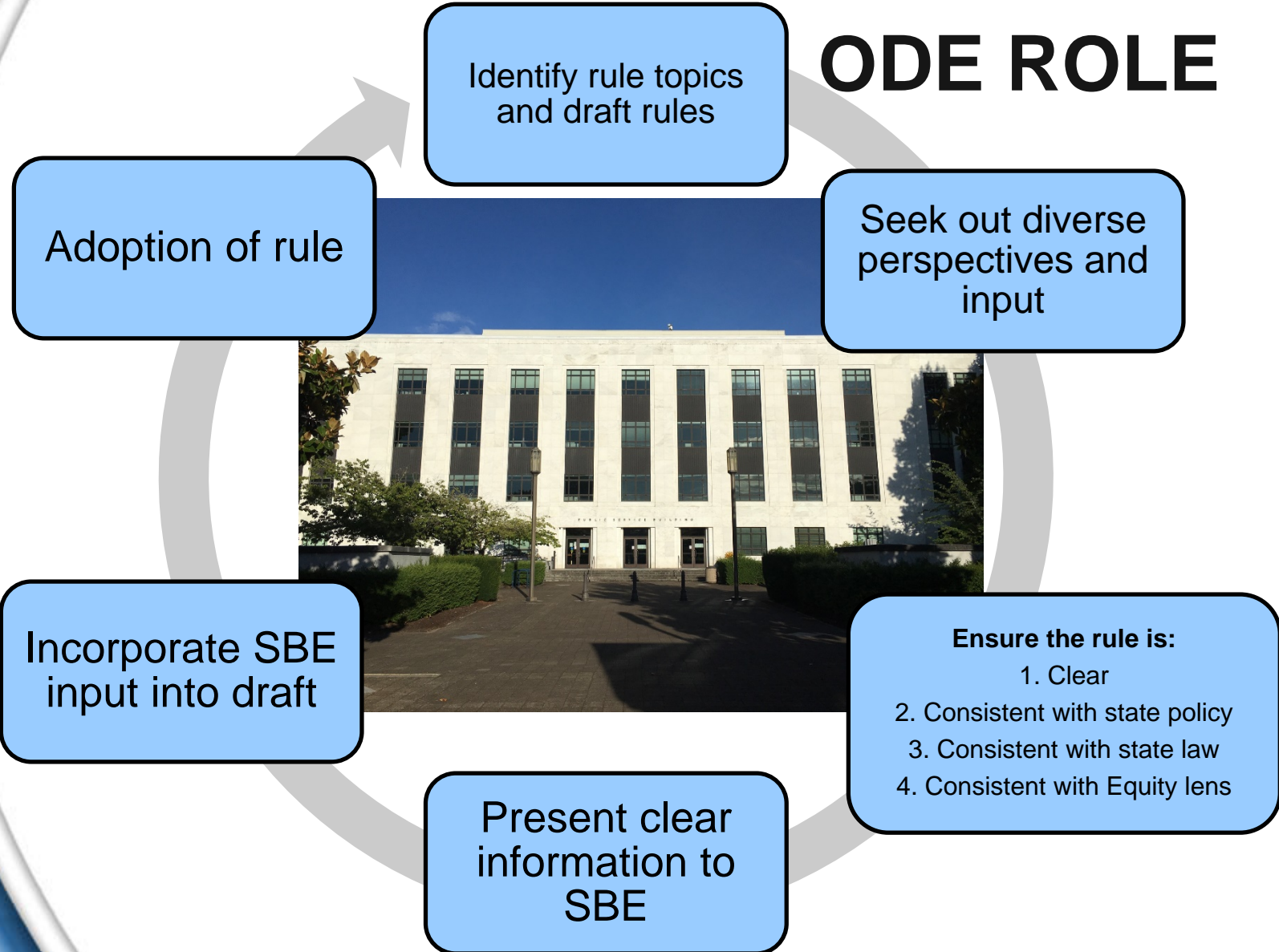
- Superintendent of Public Instruction acts as administrative staff to SBE (ORS326.310).
 - Superintendent may delegate this responsibility to other ODE staff.
- Board Staff responsibilities:
 - daily operations of board, agenda setting, minutes, facilitating communication between board, Gov., ODE, Legislature & other ED. boards.
- **All Individual members of the Board do not have authority to direct individual staff work.**
 - Request to ODE staff should be sent to the Chair, the Board administrator and the Deputy Superintendent.



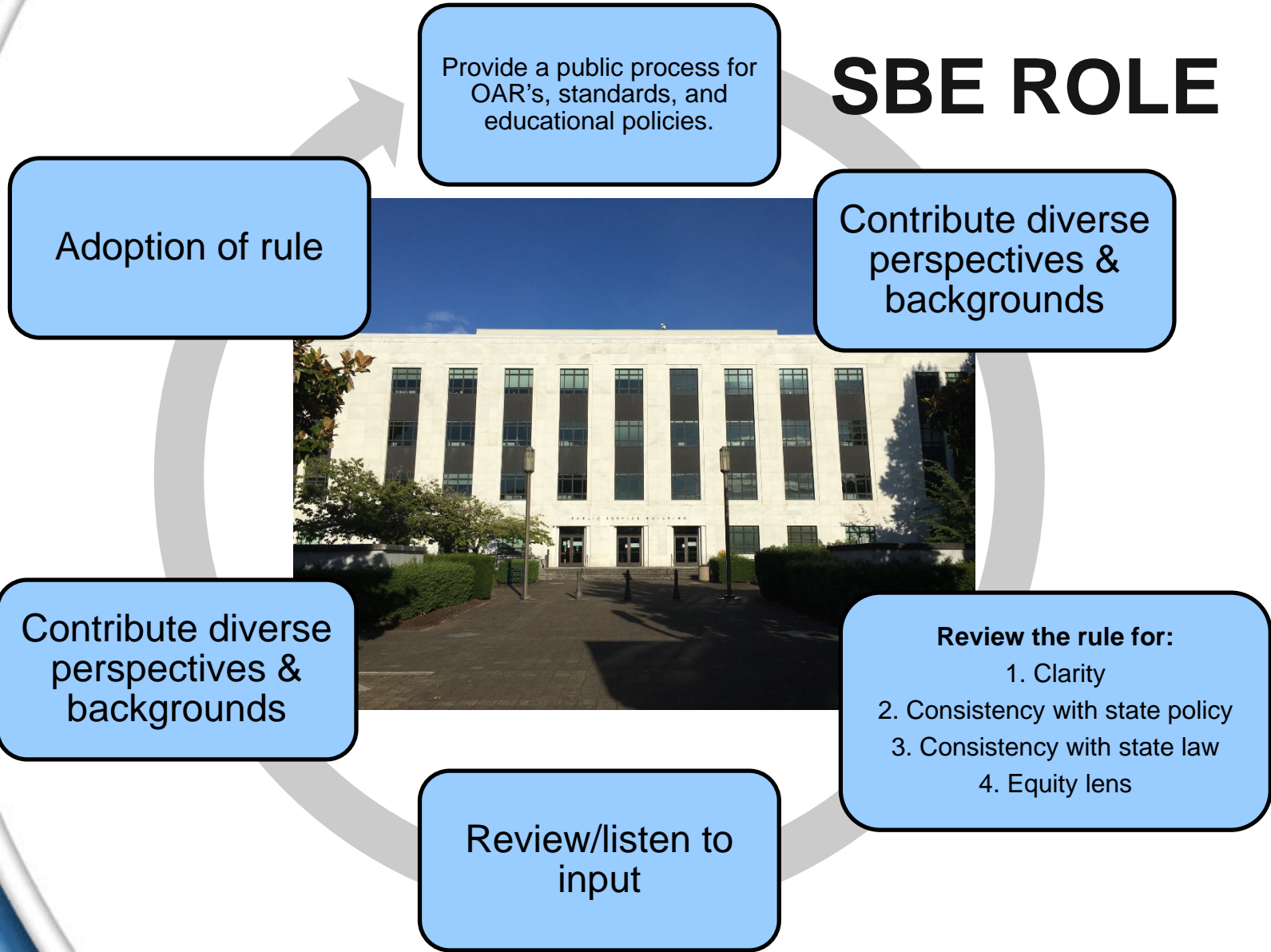
Chair	Vice Chair	2nd Vice Chair
<p>Board elects one of its members to serve as chairperson for one year starting July 1.</p> <p>May serve for no more than two consecutive terms.</p>	<p>Board elects one of its' members to serve as vice chairperson for one year starting July 1.</p>	<p>Board elects one of its' members to serve as 2nd vice chairperson for one year starting July 1.</p>
<p><u>Duties:</u> Calls special meetings not on board calendar.</p>	<p><u>Duties:</u> Presides at meetings in the event of absence of the Chair.</p>	<p><u>Duties:</u> Presides at meetings in the event of absence of the Chair & vice-chair.</p>
<p>Consults Deputy Sup & Vice Chair, then approves agenda proposed by board administrator.</p>	<p>Performs other duties as directed by the chair or the vote of the board.</p>	<p>Performs other duties as directed by the chair or the vote of the board.</p>
<p>Ensures fairness & impartiality.</p>	<p>Makes motions when necessary</p>	<p>Makes motions when necessary</p>
<p>Enforces parliamentary procedure.</p>	<p>Serves on Board exec team</p>	<p>Serves on Board exec team</p>
<p>Acts as the primary spokesperson to the press for the board.</p>		
<p>Performs other duties as maybe required by law or action of the board.</p>		

Board Members	Advisors	Ex-Officio
<p>Appointed by the Governor, Senate Confirmed for four year terms. Can be reappointed for a second term only.</p>	<p>The board may elect to have board advisors. Advisors serve for one year terms & may serve for more than a single term.</p>	<p>SoS & State Treasurer are non-voting members. SoS & Treasurer may appoint a designee to attend meetings to discuss the intersection of education policy their respective offices.</p>
<p><u>Duties:</u> Attend board meetings on time, prepared to act on agenda.</p>	<p><u>Duties:</u> Attend board meetings.</p>	<p><u>Duties of EO or Designee:</u></p> <ul style="list-style-type: none"> • May attend board meetings • Provide reports for their respective offices
<p>Act in an impartial, fair and courteous manner.</p>	<p>Assist the board in analyzing issues, proposal, and request before it.</p>	
<p>Familiarize themselves with proper parliamentary procedures (Roberts Rules of Order).</p>	<p>Other duties as assigned by the board chair.</p>	<p>.</p>
<p>Respect and accept majority rules.</p>		
<p>May, with three other board members, add items to the agenda.</p>		
<p>Vote on agenda items</p>		

ODE ROLE



SBE ROLE



Governance Questions

1. Who oversees the SBE?
2. Does the Deputy Superintendent report to the SBE?
3. Can the SBE dismiss the Deputy Superintendent?
4. Can the Deputy Superintendent remove a board member?
5. What happens if the Deputy Superintendent and the SBE disagree?
6. Can the SBE take a position on legislation?
7. What can I do if I do not agree with an action of the SBE?



Questions?



Ready Schools, Safe Learners

August 11²⁵ Update

1) The Bigger Picture

- a) Context - Guiding Principles, Key Practices, Adjust your sails...
- b) Updated State and Community COVID-19 Metrics for Schools
- c) CDL: Limited In-Person Instruction

2) Ensuring Equity & Access: Aligning Federal and State Requirements

3) Comprehensive Distance Learning (CDL)

4) Ready Schools, Safe Learners (RSSL)

5) Planning for COVID-19 Scenarios in Schools

6) Monitoring for Equity Impacts

7) Guidance Complaint Process

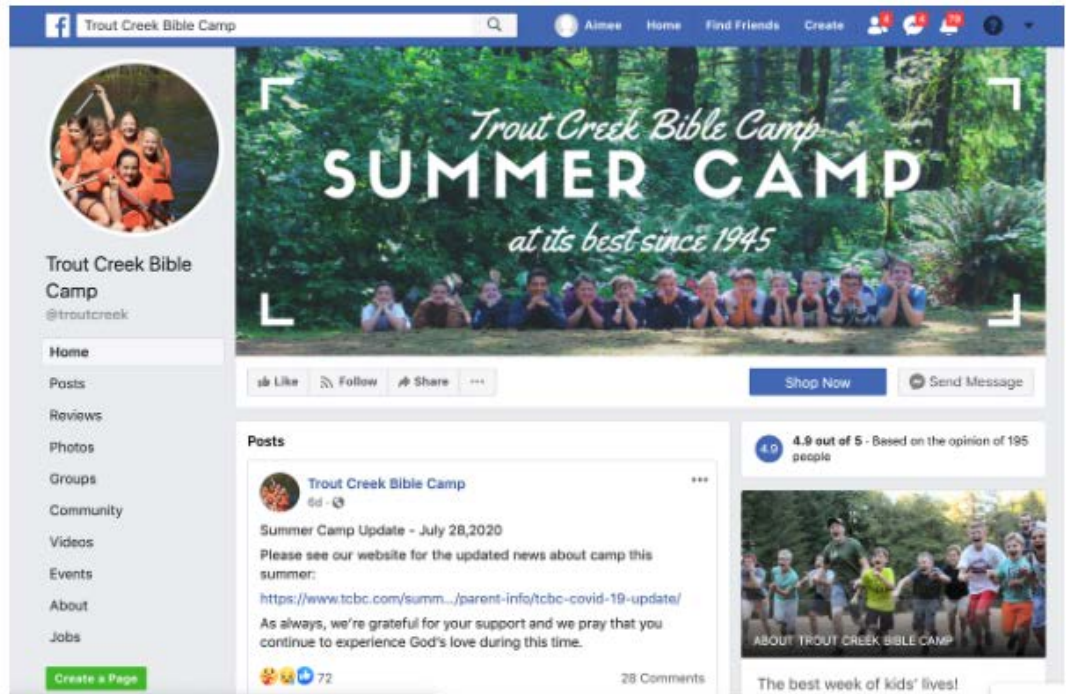
8) Planning for the future: Support and how updates may take place

Coronavirus

25 campers and staff test positive for COVID-19 in Oregon's first large summer camp outbreak

Updated Aug 04, 2020; Posted Aug 04, 2020

...The disease was first detected July 18 when a staff member tested positive for the novel coronavirus, and the camp shut down for the season July 21. The outbreak has grown to a total of 11 campers and 14 staff members -- all age 20 or younger, according to Multnomah County health officials...



Guiding Principles

Ensure safety and wellness. The decision to return to school settings must be driven by health and safety considerations. In planning, prioritize basic needs such as food, shelter, and wellness and create the conditions to support mental, social, and emotional health of students and staff.

Cultivate connection and relationship. Quality learning experiences require deep interpersonal relationships and a learning environment where people are seen, known, and loved. Especially in the midst of returning to school settings from an extended school closure, supporting students and families should begin with connection and relationship.

Center Equity. In Oregon, based on data released by OHA, all racial and ethnic groups are disproportionately impacted by COVID-19 as compared to their white peers. Recognize the disproportionate harm and impact that COVID-19 has caused for certain communities. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.

Innovate. The complex circumstances in which learning is currently situated requires ongoing reflection and iteration to assure deep learning for every student.

KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:



Physical Distancing — At least six feet with other people.



Hand Hygiene — Frequent washing with soap and water or using hand sanitizer.



Cohorts — Conducting all activities in small groups that remain together over time with minimal mixing of groups.



Protective Equipment — Use of face shields, face coverings, and barriers.



Isolation & Quarantine — 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.



Environmental Cleaning & Disinfection — Especially of high-touch surfaces.



Airflow & Ventilation — Outdoor activities are safer than indoor activities; maximize airflow in closed spaces.

We Don't Control the Timeline...



**When you can't change the
direction of the wind –
adjust your sails...**

Total Cases

21,488

Deaths

357

Recovered Cases

4,226

Positive Tests

20,385

Negative Tests

429.2K

Total Tests

449.6K

Oregon's Epi Curve

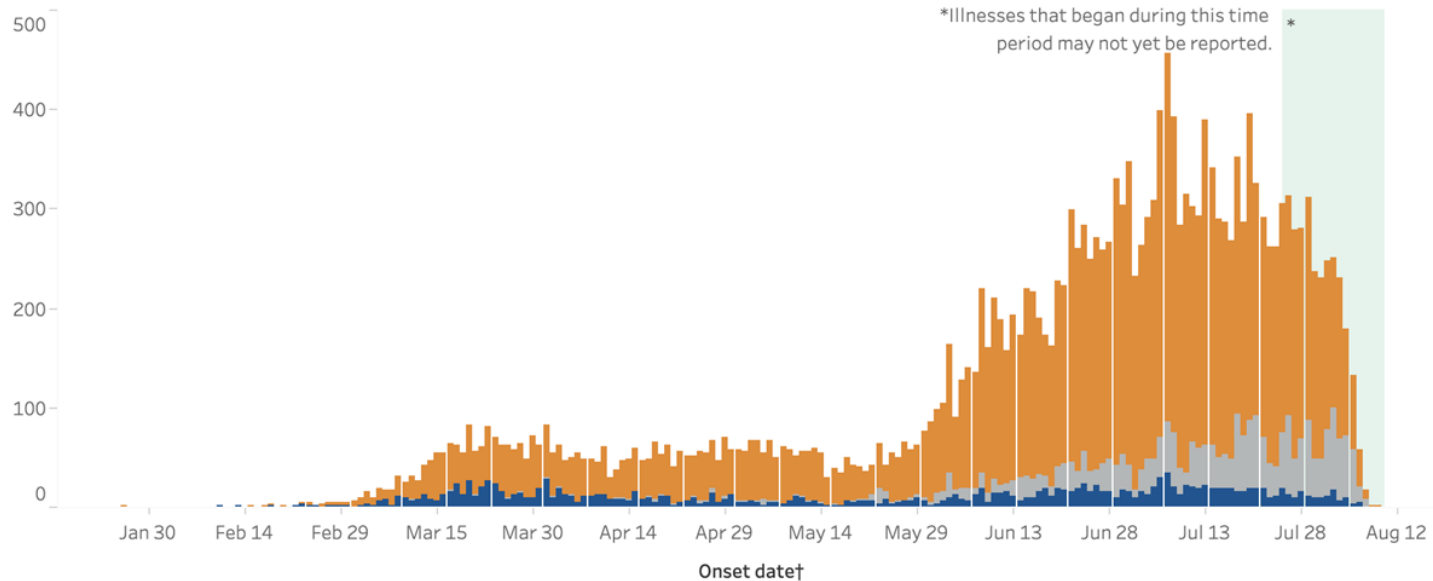
View total persons tested

Data current as of 12:01am 8/10/2020

Oregon's Epi Curve: COVID-19 cases

This chart shows the number of Oregonians who have been identified as COVID-19 cases and whether they were ever hospitalized for their illness.‡

Total Cases	Hospitalized	Not Hospitalized	Hospitalization Status Unknown
21,488	1,798	17,351	2,339



Enter or drag the cursors to change the onset date range.

January 26, 2020

August 9, 2020

Not Hospitalized

Hospitalized

Hospitalization Status Unknown



When people say we want to “flatten the curve,” this is the curve they are talking about.

We want to slow the number of new cases of COVID-19 so our healthcare system isn't overwhelmed and can provide care to everyone who needs it. Staying home except for essential needs and practicing social distancing are important ways we can flatten the curve.

Please note: The light blue shaded area shows the past 17 days, and not all people who got sick during this time period have been reported yet to OHA.

Updated Metrics

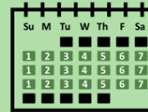
RETURN TO IN-PERSON INSTRUCTION

Schools must be in a county that is no longer in baseline phase.

For a school district that draws >10% of students or staff from one or more other counties, the rate of new "cases per 100,000" and percent of "test positivity" should be considered in each of those counties.



COUNTY METRICS
to be met three weeks in a row

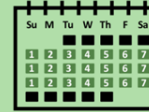


Case rate: ≤10 cases per 100,000 population in the preceding 7 days*

Test positivity: ≤5% in the preceding 7 days



STATE METRICS
to be met three weeks in a row



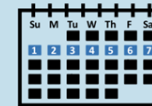
Test positivity: ≤5% in the preceding 7 days

***For Youth Correctional and Juvenile Detention Programs:**

This metric may exclude cases associated with corrections and detention facilities and other settings without direct association with community spread. Conversely, the decision to open youth correctional and juvenile detention education programs to in-person instruction should be made based on the spread of COVID-19 within the specific correction or detention facility.

PLAN TRANSITION TO COMPREHENSIVE DISTANCE LEARNING

For schools that have in-person instruction occurring, if one or more of the following metrics are met for **more than one week in a row**, planning for Comprehensive Distance Learning should occur, including training of all staff and communication with school communities.



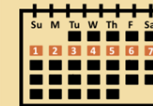
COUNTY METRICS

Case rate: ≥20 cases per 100,000 population in the preceding 7 days*

Test positivity: ≥7.5% in the preceding 7 days

INITIATE COMPREHENSIVE DISTANCE LEARNING with no exceptions

For schools that have in-person instruction occurring, if one or more of the following metrics are met for **more than one week in a row**, Comprehensive Distance Learning should be initiated.



COUNTY METRICS

Case rate: ≥30 cases per 100,000 population in the preceding 7 days*

Test positivity: ≥10% in the preceding 7 days



FOLLOWING THE METRICS

STATEWIDE EXCEPTIONS



STATEWIDE ALLOWANCE FOR LIMITED IN-PERSON INSTRUCTION

LIMITED IN-PERSON INSTRUCTION FOR SPECIFIC GROUPS OF STUDENTS

As per ODE's Comprehensive Distance Learning guidance, providing limited in-person instruction to meet the needs of specific groups of students based on needed educational, relational, curricular, instructional, and/or assessment supports. This includes, but is not limited to, provisions for supporting students experiencing disability, English language learners, as well as programs such as career technical education (CTE) that may require hands-on demonstration of skills and the provision of secure assessment environments. **An exception to meeting state and county metrics to return to limited in-person instruction under Comprehensive Distance Learning should be prioritized under the following conditions :**



There have been **no confirmed cases** of COVID-19 among school staff or students in the **past 14 days**.



Schools fully comply with **sections 1-3** of the Ready Schools, Safe Learners guidance.



Schools fully comply with **Comprehensive Distance Learning Guidance** for Limited In-Person Instruction, which includes further limitations on cohort sizes, time, and more.

Schools can offer the opportunity for limited in-person instruction based on need, including to:

- Address connectivity issues, including a focus on students with limited or no internet access
- Provide academic support
- Access assessment
- Provide social, emotional, or mental health support
- Build educator-to-student relationships
- Support live peer-to-peer interaction
- Support ongoing engagement and attendance
- Build school community and culture
- Ensure culturally relevant and sustaining pedagogy
- Prepare for a return to in-person instruction
- Provide voluntary supplemental supports

Schools can offer the opportunity for limited in-person instruction based on educational, relational, curricular, instructional, and /or assessment need.

Schools should not offer or suggest limited in-person instruction based solely on disability, race, gender, religion, or sexual orientation.

Student participation in limited in-person instruction must be voluntary and cannot be a required element for any course or grade.

Limited by Group Size with Stable Cohorts

Cohort groups are limited to no more than 10 students at a given time in a cohort. Students cannot be part of more than two cohorts (including transportation) in any given week. Any one staff member cannot interact with more than three cohorts in a given day and five in a week.

Limited by time in the building per student

The time a single student or student cohort of any size can spend in a school building on a given day is limited to two consecutive hours and cannot be intermittent.

Limited by Absolute Size

The absolute number of students who can come to a school building within a given week is limited to 250 students and is further guided by the facility occupation limits described below when child care is also being offered.

FOLLOWING THE METRICS

STATEWIDE EXCEPTIONS



STATEWIDE EXCEPTION FOR 10–30 CASES PER 100,000 POPULATION

IN-PERSON EDUCATION FOR STUDENTS IN KINDERGARTEN - THIRD GRADE

It is expected that schools will offer in-class options for students in grade K-3 to the extent possible. Younger students get the virus at lower rates, get less sick when they get COVID-19 and may spread the virus less than older children or adults. Younger students also need access to in-person instruction to build literacy and numeracy skills critical to their continued learning. **An exception to meeting state and county metrics to return to in-person instruction for K-3 grade should be prioritized under the following conditions:**



There have been **no confirmed cases** of COVID-19 among school staff or students in the **past 14 days**.



Schools fully comply with **sections 1-3** of the Ready Schools, Safe Learners guidance.



The case rate in the county is **≤30 cases per 100,000** population in the preceding 7 days for the **past 3 weeks**.



The **test positivity** in the county is **≤5%** in the preceding 7 days for the **past 3 weeks**.

FOLLOWING THE METRICS

STATEWIDE EXCEPTIONS



STATEWIDE EXCEPTION FOR DISTRICTS WITH ENROLLMENT OF ≤ 75 IN TOTAL

IN-PERSON EDUCATION FOR SMALL SCHOOL DISTRICTS

If the school district has an enrollment of ≤ 75 in total and county does not meet the metrics in the County Allowances section below (≤ 30 cases, with less than half of cases or ≤ 5 cases reported in the last week of the three-week period), **the Local Public Health Authority may work with the district to establish the following criteria and open the school(s) in the district to in-person instruction:**



There is not community spread in the school catchment area.*



The school does not serve a significant number of transfer students from outside its catchment area that are from communities reporting COVID-19 community spread in the previous three weeks.



There is not community spread in the communities that serve as the primary employment and community centers (for shopping and other in-person services) and the school is isolated by a significant distance from communities reporting COVID-19 community spread in the previous three weeks.

**In considering community spread, public health should take into consideration the cases in the community, COVID-19 test availability in the community, recent percent positivity of tests, capacity in the community to respond to cases and outbreaks and the regional hospital capacity available for those with severe disease.*

FOLLOWING THE METRICS COUNTY ALLOWANCES



LARGER POPULATION COUNTIES WITH A POPULATION OF >30,000 AND POPULATION DENSITY OF >6 PEOPLE PER SQUARE MILE

Benton, Clackamas, Clatsop, Columbia, Coos, Deschutes, Douglas, Jackson, Josephine, Klamath, Lane, Lincoln, Linn, Malheur, Marion, Multnomah, Washington, Polk, Umatilla, and Yamhill

An allowance for returning to in-person instruction can happen under the following conditions:

- ✓ The case rate in the county is **≤30 cases per 100,000** population in the preceding 7 days for the **past 3 weeks**.
- ✓ The **test positivity** in the county is **≤5%** in the preceding 7 days for the **past 3 weeks**.

✓ There have been **no confirmed cases** of COVID-19 among school staff or students in the **past 14 days**.

✓ Schools fully comply with **sections 1-3** of the Ready Schools, Safe Learners guidance and students cannot be part of any single cohort, or part of multiple cohorts that is >50 people.

✓ The public or private school is remote and rural with an enrollment of **≤250** total and no more than 10% of the students live outside the school's catchment area (students outside the catchment area include interdistrict and intradistrict transfers and the school may not accept new transfers from outside its catchment area (it must continue to serve all students within its boundaries).

Remote is defined as a public or private school that is located more than 8 miles from any public school that serves any of the same grade levels. This is based on the definitions used in ORS 327.077.

Rural is defined using the National Center for Education Statistics "Locale" codes, these are available through ODE.

FOLLOWING THE METRICS

COUNTY ALLOWANCES



SMALLER POPULATION COUNTIES WITH A POPULATION OF $\leq 30,000$

Baker, Crook, Curry, Gilliam, Grant, Harney, Hood River, Jefferson, Lake, Morrow, Sherman, Tillamook, Union, Wallowa, Wasco, and Wheeler

An allowance for returning to in-person instruction can happen under the following conditions:

- ✓ Schools fully comply with **sections 1-3** of the Ready Schools, Safe Learners guidance and students cannot be part of any single cohort, or part of multiple cohorts that are >50 people.

- ✓ **Total county COVID-19 cases** in the last three weeks is ≤ 30 , with less than half of cases (or ≤ 5 cases) reported in the last week of the three-week period.

- ✓ The Local Public Health Authority indicates that there is **not community spread** in the school catchment area.*

- ✓ The public or private school has an **enrollment of ≤ 250 total** and no more than 10% of the students live outside the school's catchment area. (Students outside the catchment area include interdistrict and intradistrict transfers and the school may not accept new transfers from outside its catchment area (it must continue to serve all students within its boundaries))

**In considering community spread, public health should take into consideration the cases in the community, COVID-19 test availability in the community, recent percent positivity of tests, capacity in the community to respond to cases and outbreaks and the regional hospital capacity available for those with severe disease.*

FOLLOWING THE METRICS

COUNTY ALLOWANCES



LOW POPULATION DENSITY COUNTIES WITH A POPULATION DENSITY OF <6 PEOPLE PER SQUARE MILE

Baker, Gilliam, Grant, Harney, Lake, Malheur, Morrow, Sherman, Wallowa, and Wheeler

An allowance for returning to in-person instruction can happen under the following conditions:

- ✓ **Total county COVID-19 cases** in the last three weeks is ≤ 30 , with less than half of cases (or ≤ 5 cases) reported in the last week of the three-week period.
- ✓ Schools fully comply with **sections 1-3** of the Ready Schools, Safe Learners guidance and students cannot be part of any single cohort, or part of multiple cohorts that is >50 people.



The Local Public Health Authority indicates:

There is **not community spread** in the school catchment area.*

There is **not community spread** in the communities that serve as the primary employment and community centers (for shopping and other in-person services) and the school is **isolated by a significant distance** from communities reporting COVID-19 community spread in the previous three weeks.

The school **does not serve a significant number of transfer students** from outside its catchment area that are from communities reporting COVID-19 community spread in the previous three weeks.

**In considering community spread, public health should take into consideration the cases in the community, COVID-19 test availability in the community, recent percent positivity of tests, capacity in the community to respond to cases and outbreaks and the regional hospital capacity available for those with severe disease.*

Oregon COVID-19 County Case Rates and Test Positivity by MMWR Week: July 5th - August 8th

This table is based on data pulled at 12:01 AM on August 10th, 2020. For county case rates, cases are assigned to a week based on their true case date, which is the date when public health first identified them as a confirmed or presumptive COVID-19 case. For percent positivity in testing, persons tested are assigned to a week based on their specimen collection date. All data are provisional and subject to change.

County	Week Start Date	Case Count	Case rate per 100,000	Test Positivity (%)
Oregon, statewide	7/5/2020	1,947	46	5.8%
	7/12/2020	2,406	57	5.4%
	7/19/2020	2,182	52	5.8%
	7/26/2020	2,332	55	6.3%
	8/2/2020	2,202	52	5.4%
Baker	7/5/2020	7	42	2.7%
	7/12/2020	1	6	7.0%
	7/19/2020	9	54	5.9%
	7/26/2020	8	48	6.2%
	8/2/2020	8	48	2.6%
Benton	7/5/2020	18	19	2.5%
	7/12/2020	15	16	1.3%
	7/19/2020	5	5	2.8%
	7/26/2020	22	23	2.9%
	8/2/2020	14	15	2.0%
Clackamas	7/5/2020	145	34	4.3%
	7/12/2020	145	34	3.5%
	7/19/2020	136	32	3.7%
	7/26/2020	135	32	5.2%
	8/2/2020	138	33	3.7%

Thank you



Willamette
EDUCATION SERVICE DISTRICT

State	Start Date	Case rate per 100,000	Test Positivity (%)
Oregon	7/12/20	56.9	5.4%
Oregon	7/19/20	51.6	5.7%
Oregon	7/26/20	55.7	5.8%
County	Start Date	Case rate per 100,000	Test Positivity (%)
Marion	7/12/20	80.5	7.6%
Marion	7/19/20	78.5	8.9%
Marion	7/26/20	73.3	8.1%

Choose ONE county at a time:

Baker	Benton	Clackamas	Clatsop	Columbia	Coos
Crook	Curry	Deschutes	Douglas	Gilliam	Grant
Harney	Hood River	Jackson	Jefferson	Josephine	Klamath
Lake	Lane	Lincoln	Linn	Malheur	Marion
Morrow	Multnomah	Oregon	Polk	Sherman	Tillamook
Umatilla	Union	Wallowa	Wasco	Washington	Wheeler
Yamhill					

Instructions

Criteria:

To resume in-person instruction in any form, both the following statewide and county metrics must be met.

Statewide metrics – must be met 3 weeks in a row
5% ≤ test positivity rate over preceding 7 days

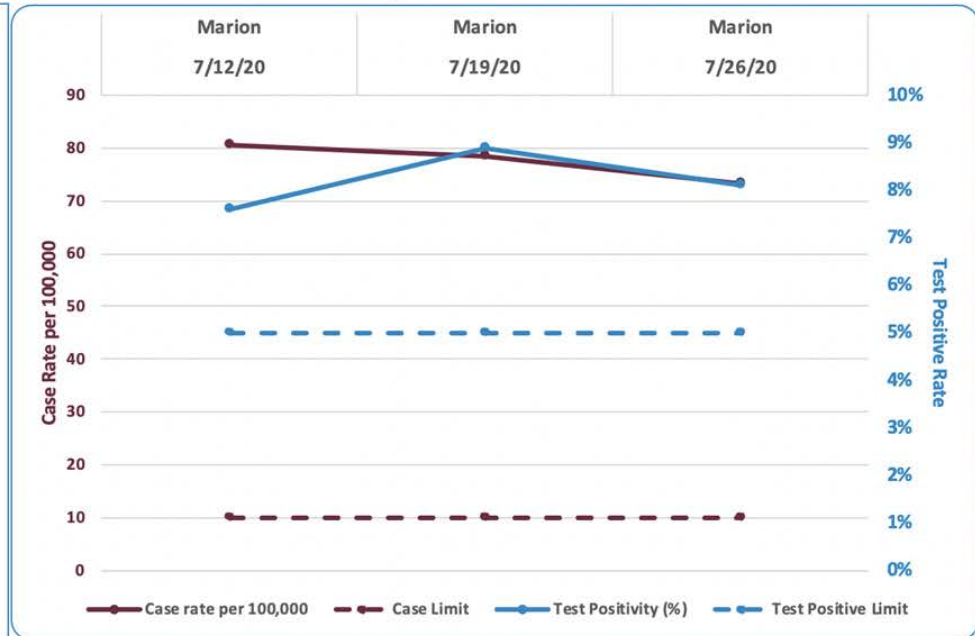
County Metrics – must be met 3 weeks in a row
10 ≤ cases per 100,000 people over 7 days
5% ≤ test positivity rate over preceding 7 days

Instructions:

1. Select the county you are interested in viewing by clicking on the county name in the County box (top right).
2. The dotted lines in the chart indicate the maximum cases and test positivity rate allowable in order to return to in-person instruction in this county.
3. The solid lines indicate the county's actual data. Data is color coded to indicate "Case rate per 100,000" and "Test Positivity Rate".
4. BOTH solid lines must be above the dotted lines in order for schools to consider returning to in-person instruction.
5. Top left box provides color indicators of meeting (green) and not meeting (red) the criteria.

Data is pulled from the Oregon Health Authority's weekly county metrics chart, found at:

<https://www.oregon.gov/oha/PH/DISEASESCONDITIONS/DISEASESAZ/Emerging%20R>



<https://www.oregon.gov/oha/PH/DISEASESCONDITIONS/DISEASESAZ/Emerging%20Respiratory%20Infections/Weekly-County-Metrics.pdf>

- 1) The Bigger Picture
- 2) Ensuring Equity & Access: Aligning Federal and State Requirements**
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Ensuring Equity and Access: Aligning Federal and State Requirements

Companion Guidance to Ready Schools, Safe Learners and Comprehensive Distance Learning

Every Student Succeeds Act (ESSA) Federal Title Grant Programs

1

- 1a. ESSA Requirements
- 1b. Limited In-Person Instruction for Emergent Bilinguals and Title Services
- 1c. Consultation with Tribes
- 1d. Supplement not Supplant
- 1e. Leveraging Federal Funds
- 1f. Funding Flexibility: Adjusting Plan
- 1g. Title I-A Improving Basic Program
- 1h. Title I-C Education of Migratory
- 1i. Title I-D Neglected and Delinquent
- 1j. Title II-A Preparing, Training, and
- 1k. Title III / Emergent Bilinguals - La
- 1l. Title IV-A Student Support and Ac
- 1m. Title IV-B 21st Century Commur
- 1n. Title V-B Rural Education Achiev
- 1o. McKinney-Vento
- 1p. Equitable Services for Private Sc
- 1q. Foster Care

2

Students Prote Equity and Access to S

- 2a. Design and Review of Section 50
- 2b. Required Health Services

Individuals with Disabilities Education Act (IDEA) Serving Students Experiencing Disability

3

- 3a. Limited In-Person Instruction for IDEA Services
- 3b. Cohorting and Least Restrictive Environment
- 3c. Evaluations and Eligibility
- 3d. Child Find and Referral
- 3e. Individualized Education Programs (IEP)
- 3f. Specially Designed Instruction
- 3g. Related under IDEA
- 3h. Transportation as a Related Service
- 3i. Secondary Transition Services
- 3j. Progress Monitoring
- 3k. Compensatory Services or Recovery Services
- 3l. Social and Emotional Behavior Supports
- 3m. Staffing₄₅

Ensuring Equity and Access: Aligning Federal and State Requirements

Companion Guidance to Ready Schools, Safe Learners and Comprehensive Distance Learning

1a. Every Student Succeeds Act (ESSA) Requirements

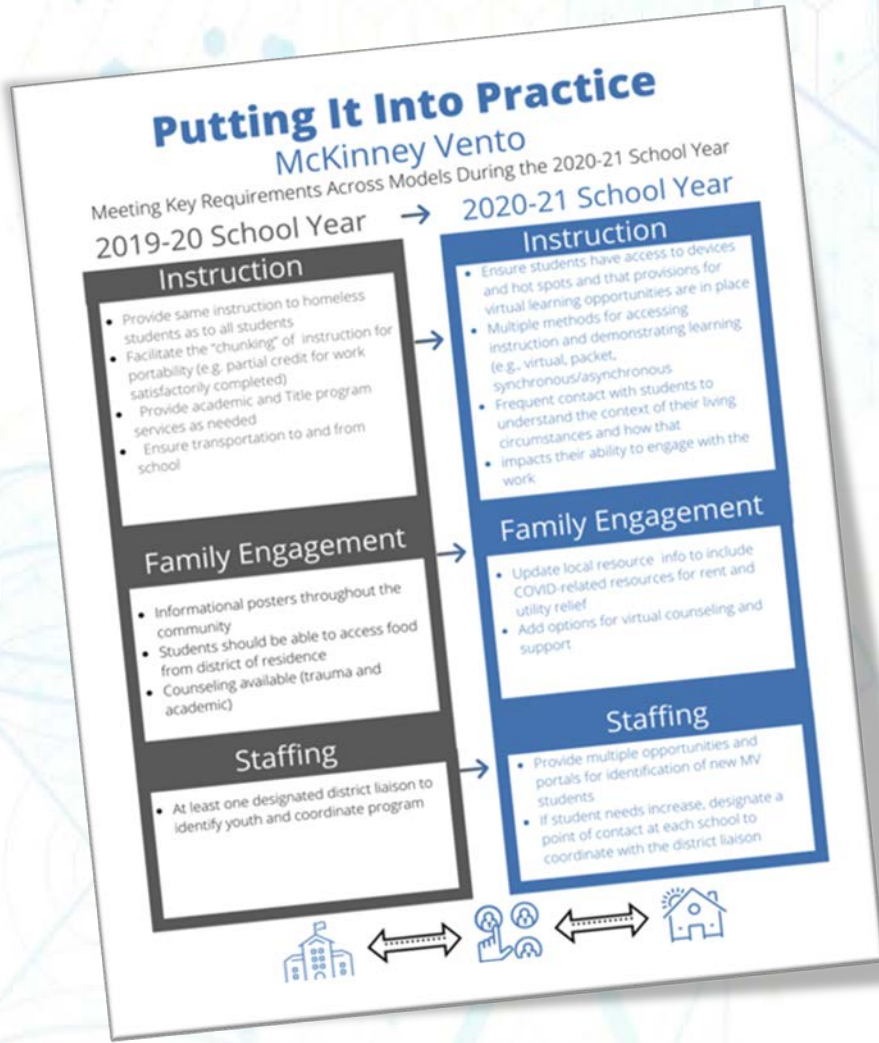
Required

- Schools that are identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) must continue to adhere to the core tenets of the ESSA plan.
 - Advancing Equity
 - Promoting a Well-Rounded Education
 - Strengthening District Systems
 - Fostering Ongoing Engagement

- Federal dollars for school improvement must continue to be used in alignment with school's priority-driven plans that are based on identified needs.

Ensuring Equity and Access: Aligning Federal and State Requirements

Companion Guidance to Ready Schools, Safe Learners and Comprehensive Distance Learning



Supporting Student Well Being

Braiding Federal Funds during COVID-19

Activity	Title I-A*	Title I-D	Title II-A	Title IV-A	REAP/RLIS
School counseling staff and activities	✓	✓		✓	✓
Pro-social activities in CDL	✓	✓		✓	✓
Supplies for art, music, and STEM activities at home	✓	✓		✓	✓
Behavioral supports and reinforcements (limited value)	✓	✓		✓	✓

*Title I-A Funds must be used for students who attended Title I-A funded buildings

Supporting Instruction & Professional Development

Braiding Federal Funds during COVID-19

Activity	Title I-A*	Title I-D	Title II-A	Title IV-A	REAP/RLIS
Core instruction material and supplies	✓				✓
Teacher training & support for distance learning	✓	✓	✓	✓	✓
Virtual teacher trainings	✓	✓	✓	✓	✓
Salary and extra duty pay	✓	✓	✓	✓	✓

*Title I-A Funds must be used for students who attended Title I-A funded buildings

Ensuring Equity and Access: Aligning Federal and State Requirements

Companion Guidance to Ready Schools, Safe Learners and Comprehensive Distance Learning

Section 2: Students protected under ADA and Section 504

2a. Design and Review of Section 504 Plans

Required

- Make instruction accessible for all learners. All learning platforms must adhere to ADA requirements for visual accessibility. Teams should consider both the needs of the student as well as family/caregiver support for access.
- Provide students with access to assistive technology as appropriate to increase, maintain, or improve functional capabilities; establish protocols detailing availability of assistive technology services to assist a student and parents in the selection, acquisition, or use of an assistive technology device.
- Consult with district Title II (ADA) and Section 504 Coordinator expertise in creating plans for school reopening to provide all students who experience disabilities with FAPE.
- Convene Section 504 teams, virtually if Community Health Metrics have not been met, and make an individualized determination whether and to what extent compensatory services are to be provided once school reopens for students with 504 plans who have experienced a loss of skills due to the extended school closure⁴⁸

Schools must evaluate accommodations and modifications for all instructional settings. Under different instructional models, accommodations and modifications may need to be added, revised, or removed.

Ensuring Equity and Access: Aligning Federal and State Requirements

Companion Guidance to Ready Schools, Safe Learners and Comprehensive Distance Learning

Comprehensive
Distance
Learning

Home Instruction

Home-school
(Parent Choice)

Scenario

IDEA Implications

Student is enrolled in a public school system and receives education services (including special education and related services) outside of the traditional brick and mortar school building through a process determined by the public school system.

Student is entitled to all provisions of IDEA. Public school systems shall ensure free appropriate public education (FAPE) is provided in the least restrictive environment (LRE) and procedural safeguards are implemented.

Student is enrolled in a public school system and receives special education and related services in the student's home or other designated setting such as a hospital because the IEP team determined homebound is the most appropriate placement based on the student's individual health and/or academic needs.

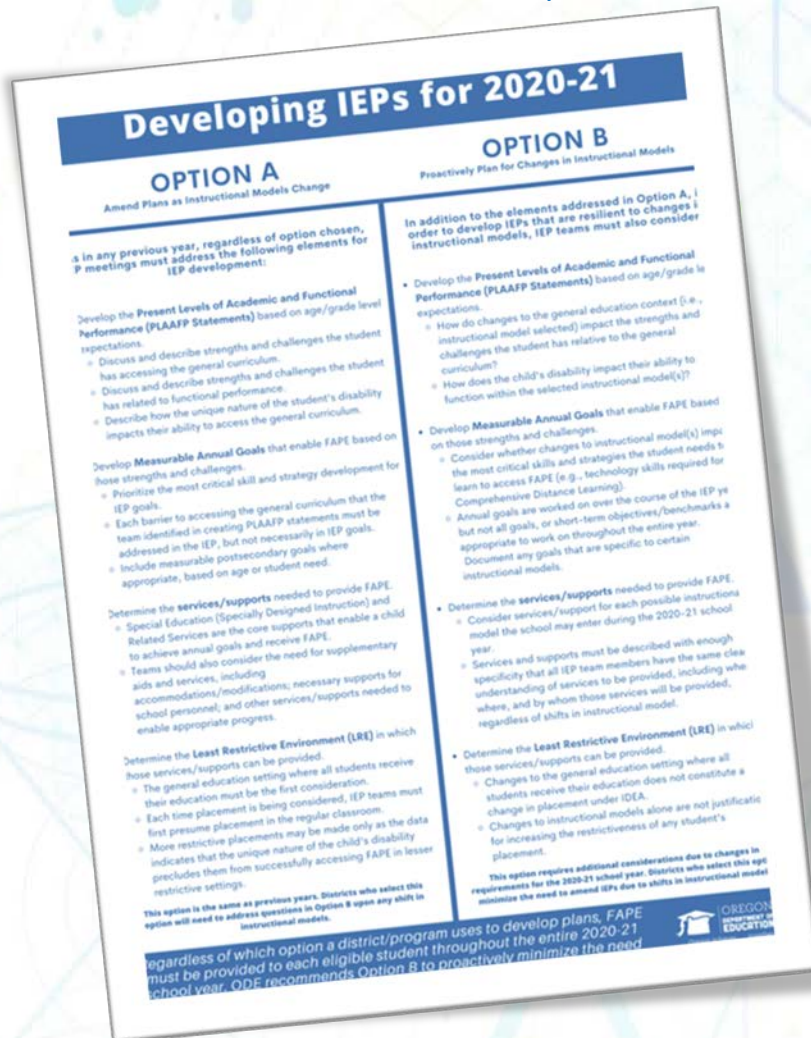
Student is entitled to all provisions of IDEA. Public school systems shall ensure FAPE is provided in the LRE and procedural safeguards are implemented.

Student is NOT enrolled in a public school system because the parent opted not to enroll in a public or a private school and instead will deliver all instruction at home in accordance with state homeschool guidelines.

FAPE does not apply to homeschool. Limited procedural safeguards of IDEA may apply to child find and evaluation activities.

Ensuring Equity and Access: Aligning Federal and State Requirements

Companion Guidance to Ready Schools, Safe Learners and Comprehensive Distance Learning



Developing IEPs for 2020-21

OPTION A
Amend Plans as Instructional Models Change

OPTION B
Proactively Plan for Changes in Instructional Models

In addition to the elements addressed in Option A, IEP teams must also consider the following elements for IEP development:

- **Develop the Present Levels of Academic and Functional Performance (PLAAFP Statements)** based on age/grade level expectations.
 - Discuss and describe strengths and challenges the student has accessing the general curriculum.
 - Discuss and describe strengths and challenges the student has related to functional performance.
 - Describe how the unique nature of the student's disability impacts their ability to access the general curriculum.
- **Develop Measurable Annual Goals** that enable FAPE based on those strengths and challenges.
 - Prioritize the most critical skill and strategy development for IEP goals.
 - Each barrier to accessing the general curriculum that the team identified in creating PLAAFP statements must be addressed in the IEP, but not necessarily in IEP goals.
 - Include measurable postsecondary goals where appropriate, based on age or student need.
- **Determine the services/supports** needed to provide FAPE.
 - Special Education (Specially Designed Instruction) and Related Services are the core supports that enable a child to achieve annual goals and receive FAPE.
 - Teams should also consider the need for supplementary aids and services, including accommodations/modifications; necessary supports for school personnel; and other services/supports needed to enable appropriate progress.
- **Determine the Least Restrictive Environment (LRE)** in which those services/supports can be provided.
 - The general education setting where all students receive their education must be the first consideration.
 - Each time placement is being considered, IEP teams must first presume placement in the regular classroom.
 - More restrictive placements may be made only as the data indicates that the unique nature of the child's disability precludes them from successfully accessing FAPE in lesser restrictive settings.

OPTION B
Proactively Plan for Changes in Instructional Models

In addition to the elements addressed in Option A, IEP teams must also consider the following elements for IEP development:

- **Develop the Present Levels of Academic and Functional Performance (PLAAFP Statements)** based on age/grade level expectations.
 - How do changes to the general education context (i.e., instructional model selected) impact the strengths and challenges the student has relative to the general curriculum?
 - How does the child's disability impact their ability to function within the selected instructional model(s)?
- **Develop Measurable Annual Goals** that enable FAPE based on those strengths and challenges.
 - Consider whether changes to instructional model(s) impact the most critical skills and strategies the student needs to learn to access FAPE (e.g., technology skills required for Comprehensive Distance Learning).
 - Annual goals are worked on over the course of the IEP year but not all goals, or short-term objectives/benchmarks are appropriate to work on throughout the entire year. Document any goals that are specific to certain instructional models.
- **Determine the services/supports** needed to provide FAPE.
 - Consider services/support for each possible instructional model the school may enter during the 2020-21 school year.
 - Services and supports must be described with enough specificity that all IEP team members have the same clear understanding of services to be provided, including who, where, and by whom those services will be provided, regardless of shifts in instructional model.
- **Determine the Least Restrictive Environment (LRE)** in which those services/supports can be provided.
 - Changes to the general education setting where all students receive their education does not constitute a change in placement under IDEA.
 - Changes to instructional models alone are not justification for increasing the restrictiveness of any student's placement.

This option requires additional considerations due to changes in requirements for the 2020-21 school year. Districts who select this option minimize the need to amend IEPs due to shifts in instructional model.

Regardless of which option a district/program uses to develop plans, FAPE must be provided to each eligible student throughout the entire 2020-21 school year. ODE recommends Option B to proactively minimize the need to amend IEPs due to shifts in instructional model.

- **Option A** is recommended if a school district/program anticipates being in one model all year long and/or a parent requests year-long comprehensive distance learning.

- **Option B** is recommended if a school district/program anticipates switching between models. By following Option B during IEP development, districts can minimize the need for IEP meetings due to instructional model changes.

- Option B should clearly describe the IEP implementation and plan for all instructional models.

This can be done in any of the following sections:

- Present Levels of Information
- Service Summary Page

The goal of Option B is to ensure that parents/guardians clearly understand the services provided across all instructional models.

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Comprehensive Distance Learning

COMPREHENSIVE DISTANCE LEARNING REQUIRED ELEMENTS

ACADEMIC CONDITIONS



Teaching and Learning



Instructional Time



Assessment, Grading, and Reporting Progress

OPERATIONAL CONDITIONS



Nutrition



Attendance



Clubs and Extracurricular Activities

STUDENT AND FAMILY SUPPORT



Equity and Access



Mental, Social, and Emotional Health



Partnering with Parents, Families, and Caregivers

DIGITAL LEARNING NEEDS



Infrastructure



Devices



Software Systems



Digital Content



Professional Development & Training

*“Astute educators know that all that is taught is not necessarily learned, regardless of the setting. The quest, then, is to determine what ingredients are vital for learning to occur. **We ask ourselves, what is the right combination of experiences that ensure learning? What conditions must be present?** Teachers whose mission is to cultivate engaged learners teach the kinds of strategies learners need and create opportunities for students to use them.”*

Douglas, Fisher. *The Distance Learning Playbook, Grades K-12* (p. 106). Corwin. Kindle Edition. July 2020.

Digital & Non-Digital Learning



From Spring 2019 to Fall 2020: *Key Shifts*

Instruction

- Increased daily learning time
- Focus on Teacher-Facilitated learning time
- English language support and SPED support provided through real-time opportunities

Relationship & Connection

- Daily real-time check-ins between staff/student
- Daily peer interaction
- Daily attendance

Family Engagement & Communication

- Family/parent virtual connections at least 4 x per year
- Family & student feedback at least 3 x per year

Digital Learning Needs

- Infrastructure, Devices, Software System, Digital Content, Professional Development



- *Centered on relationship, care, belonging*
- *Clear and consistent structure/communication*
- *Engaged in daily grade level or above learning*
- *Balance of Synchronous and Asynchronous teaching/learning*
- *Students receive feedback on their work and learning progress*
- *Student choice and voice*

Instructional Delivery

Asynchronous

Students learning at their own pace. Through videos, projects, etc.



Pre-recorded lectures, readings and podcasts.



Video demonstrations and worked problems.



Practice problems, discussion questions, and other activities.



Quizzes, assignments, and applications.



Analytical groups.

56

Synchronous

Students learning together through online classes and video conferencing



Virtual classrooms and live webinars.



Interaction between students in breakout groups or group presentations.



Checking in with students via instant messaging or video conferencing.



Focused activities with real-time interaction.



Office hours.

Changes in the Learning Day

Distance Learning For All	Comprehensive Distance Learning
<p>Waived Division 22 Instructional Time Requirement</p>	<p>Maintained Division 22 Instructional Time Requirements (HS 990/K-8 900) <i>*Increased allowable time for teacher professional development and family conferences/contact pending SBE approval.</i></p>
<p>Recommended times for teacher-led learning</p> <ul style="list-style-type: none"> ● K-3: 45-60 minutes maximum ● 4-5: 90 minutes maximum ● MS/HS: 3 hours maximum 	<p>Required minimums for teacher-facilitated learning</p> <ul style="list-style-type: none"> ● K-3: 140 minutes ● 4-8: 150 minutes ● 9-11: 2 hours 50 minutes
<p>No synchronous contact required</p>	<p>At least one daily synchronous opportunity required</p>
<p>Pass/Incomplete in lieu of letter grades</p>	<p>Equitable grading policy determined by district (letter grades allowed)</p>
<p>Daily attendance encouraged</p>	<p>Required daily attendance</p>

Safeguarding Student Opportunity



Full learning experience through CDL



Develop Credit Earning Assurance Plan



Student progress, promotion, & placement ensured



Students with “Incomplete” have same (not higher) standards



No student held back due to COVID-19



Cohorts maintain standards for education & are not based on disability or demographics

- 1) The Bigger Picture
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READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020–21

August 11, 2020

3.7.5

Major

No Major changes to any key design parameters in this iteration of guidance since we released 3.0.1

Minor

There are a number of minor, while still substantial changes. All changes are in the Release Notes at the front of the ⁶⁰document

Patch

We found corrections and places to clarify or make the guidance more consistent

Summary of Key Changes

- Clarifying Hybrid Requirements
- Increased Technical Details on Attendance
- Emergency Procedures and Drills
- Supporting Students who are Dysregulated, Escalated, and/or Exhibiting Self-Regulatory Challenges
- Before and After School Programs
- Added Credit-Earning Assurance Plans Requirement
- Instructional and Extracurricular Activities Requiring Additional Safety Considerations

Critical Steps for Completing Blueprints

By August 17, 2020 or prior to the beginning of the 2020-21 school year, whichever is earlier, every school must complete an [Operational Blueprint for Reentry](#). *The requirement to complete a blueprint applies to all schools, regardless of whether they will be starting the 2020-21 school year using a Comprehensive Distance Learning, in-person, or hybrid model. The blueprint has been updated slightly for ease of completion. Blueprints are shared with your Local Public Health Authorities when any part of a school's plan involves in-person instruction.*

Schools must repost updated Operational Blueprints and ensure updates are submitted to the LPHA and ODE.

Steps of Plan Submission

Preparation

1. Read this *Ready Schools, Safe Learners* guidance in its entirety.
2. Consult your [Local Public Health Authority](#) *and review section 0 of this guidance*. Schools with attendance boundaries within more than one county may need to consult multiple local public health authorities.
3. Assemble appropriate personnel within the school/district, including teachers and any community partners to create a planning team.

Steps of Plan Submission

Plan Development

4. Work with the planning team to complete the *Operational Blueprint* template for your school. This must include a plan for all settings in the school, such as preschool and EI/ECSE classrooms or community transition programs which may be housed in other locations. Private schools are required to complete sections 1-3.
5. Consult with key partners (see section six, including Tribal Consultation) to complete the [*Operational Blueprint for Reentry*](#).
6. Submit the *Operational Blueprint for Reentry* to your local school board.

Steps of Plan Submission

Public Health Review

7. Submit the *Operational Blueprint for Reentry* to your [Local Public Health Authority](#).
 - a. Public school districts, ESDs, and public charter schools should compile all the school blueprints at the district level. The district should then submit the blueprints to the appropriate LPHA for each school site. School district and ESD boundaries sometimes overlap LPHA (typically county) boundaries. School districts and ESDs may be submitting plans to more than one LPHA based on the location of each school in their district.
 - b. State Sponsored public charter schools should submit directly to the LPHA.
 - c. Private schools that are part of a system of schools (E.g. Catholic schools) should compile all the school blueprints at the system level. The system operator should then submit the blueprints to the appropriate LPHA for each school site. Private school system boundaries sometimes overlap LPHA (typically county) boundaries. Private school systems may be submitting plans to more than one LPHA based on the location of each school in their district.
 - d. Private schools that operate as a single school entity should submit directly to the LPHA.
8. Your [Local Public Health Authority](#) will attest to receiving the blueprint, naming that the LPHA will be reviewing sections 1-3, and that the LPHA stands ready to work together with the school⁶⁵ to mitigate impacts from COVID-19.

Steps of Plan Submission

Final Plan Submission

9. Post the *Operational Blueprint for Reentry* on your school and district websites. If there is no school or district website, it can be posted to the ESD website.
10. [Submit](#) links to the final plan(s) for each school to the Oregon Department of Education.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	
Key Contact Person for this Plan	
Phone Number of this Person	
Email Address of this Person	
Sectors and position titles of those who informed the plan	
Local public health office(s) or officer(s)	
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	
Intended Effective Dates for this Plan	
ESD Region	

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

3. Indicate which instructional model will be used.

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

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

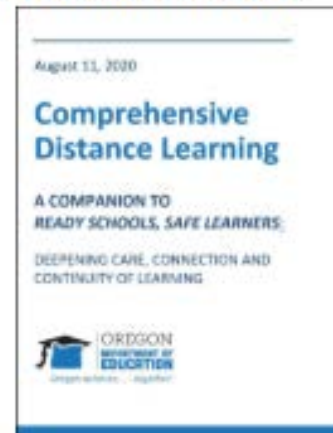
³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.



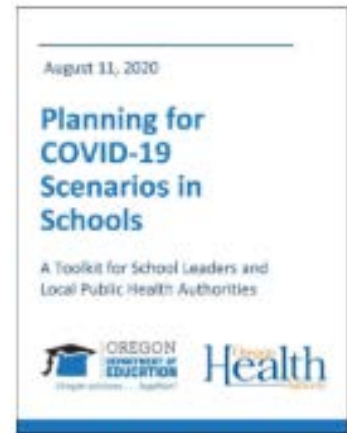
[Ready Schools, Safe Learners Version 3.7.4 is available](#)



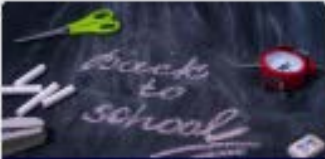
[Read the companion guidance on Ensuring Equity and Access](#)



[Read the companion guidance on Comprehensive Distance Learning \(CDL\)](#)



[This toolkit guides districts and local health authorities through various COVID-19 scenarios](#)




About the 2020-21 School Year

- [Introductory Video](#)
- [Message from Education & Health Leaders](#)
- [Links to Blueprints](#)
- [COVID-19 Metrics Explainer](#)
- [Latest Metrics from OHA](#)



Community & Engagement

- [For Families](#)
- [For Students](#)
- [Engagement Resources](#)
- [Elevating Student Voices](#)

School Leaders

- [Operational Blueprint Template](#)
- [Send ODE Link to Blueprints](#)
- [Sample Plans](#)
- [Decision Tools](#)
- [Frequently Asked Questions](#)
- [Support Tools](#)
- [Communications Toolkit](#)
- [Comprehensive Distance Learning](#)
- [Planning for COVID-19 Scenarios in Schools](#)
- [Ensuring Equity and Access](#)






Resources & Research

- [Presentations](#)
- [Mental Health Resources](#)
- [Resource Library](#)
- [State By State](#)
- [Early Learning Division](#)
- [Governor's Office](#)
- [Oregon Health Authority](#)
- [Centers for Disease Control](#)
- [World Health Organization](#)

Send your link to ODE

- 1) The Bigger Picture
- 2) Ensuring Equity & Access: Aligning Federal and State Requirements
- 3) Comprehensive Distance Learning (CDL)
- 4) Ready Schools, Safe Learners (RSSL)
- 5) Planning for COVID-19 Scenarios in Schools**
- 6) Monitoring for Equity Impacts
- 7) Guidance Complaint Process
- 8) Planning for the future: Support and how updates may take place

A Toolkit for School Leaders and Local Public Health Authorities

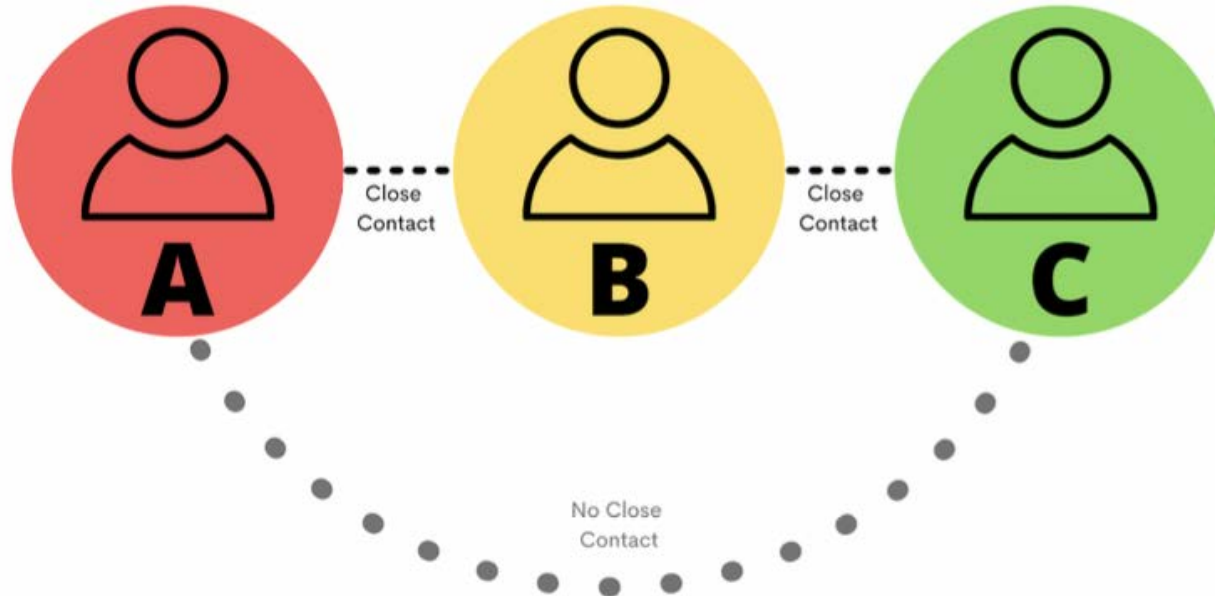
Planning for COVID-19 Scenarios in Schools	
	<p>Common Protocols for COVID-19 School Scenarios</p> <p>Exposure Scenarios • Becomes Ill Scenarios • Tests Negative • Does not get Tested • Tests Positive</p>
	<p>Communication Tools & Resources</p> <p>Letter to Families: Prevention and Information • Letter to Families: Case of COVID-19 in School • Notification to Families: School Closure • Notification to Families: Exposure to COVID-19 • Notification to Families: Student Needs to Self-Isolate • Pre-Recorded Phone Message from Superintendent • Script for Teachers / Staff: Positive Case at School • Talking Points for use with Media • Press Release for use with Media • Frequently Asked Questions for Families • Tips for Communicating about the 2020-21 School Year • Common Terminology</p>
	<p>Frequently Asked Questions for School Leaders</p> <p>Protecting Student and Staff Privacy • A Single Positive Case of COVID-19 • Initial Response to a Positive Case(s) at School • When to Close School(s) • Authority to Close School(s) • Public Reporting of Cases • Role of State and Local Public Health Authorities</p>

General Quarantine Protocol

Confirmed Case


Should Quarantine

Does not Need to Quarantine

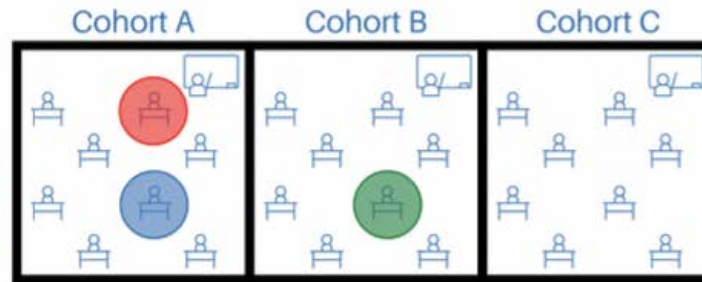


School-Based Examples of Responses Required

Due to Exposure to SARS-CoV-2 or Infection with COVID-19
Based on Classroom and Transportation Cohorts

 **This student could be considered A1 because they are in Cohort A and ride Bus 1.**

If student A1 is exposed to SARS-CoV-2 or infected with COVID-19, all of the people in cohort A (students and teachers) **and** all of the students on Bus 1 must shift to Distance Learning for 14 days. The driver on Bus 1 must also be isolated for 14 days.



 **This student could be considered B1 because they are in Cohort B and ride Bus 1.**

Because student A1 was exposed to SARS-CoV-2 or infected with COVID-19, student B1 must shift to Distance Learning for 14 days, since they share a transportation cohort. However, the remainder of Cohort B can remain in On-Site Instruction unless they also directly interacted with student A1.



Bus 1



Bus 2



Bus 3

 **This student could be considered A2 because they are in Cohort A and ride Bus 2.**

Because student A1 was exposed to SARS-CoV-2 or infected with COVID-19, student A2 must shift to Distance Learning for 14 days, since they share a classroom cohort. However, the remainder of Bus 2 can remain in On-Site Instruction unless they also directly interacted with student A1.



Scenario 5. One student or staff member has a positive COVID-19 viral test	
Involved persons	Action
School	<ul style="list-style-type: none"> Send student/staff home, if not already isolated. School nurse or designated staff contact LPHA to confirm case and to begin collaboration on contact tracing. After confirming positive case, use Common Communication protocol to notify class/cohort/staff that LPHA is aware of COVID-19 case, and will assist in determining and notifying exposed individuals. Document on cohort logs when 6 feet physical distancing was not maintained during school day. Provide cohort logs to LPHA, to assist with identifying exposed individuals. If LPHA determines an entire cohort requires quarantine, follow Common Communication protocol.
Ill person	<ul style="list-style-type: none"> Isolate at home for 10 days after symptoms first appeared <i>and</i> until 24 hours after fever is resolved, without use of fever-reducing medicine, <i>and</i> other symptoms are improving. A negative viral COVID-19 test is not needed for return to school.
Local public health authority (LPHA)	<ul style="list-style-type: none"> Work with school to review cohort logs to identify exposed individuals. Review if 6 feet physical distancing was consistently maintained during school day. Identify exposed contacts. If cannot confirm that 6 feet distancing was consistently maintained during school day, recommend to quarantine the cohort. Notify exposed contacts to initiate quarantine period.
School District Superintendent or Executive Leadership	<ul style="list-style-type: none"> Collaborate with LPHA to determine if cohort quarantine is indicated. Use Common Communication protocol when communicating decision to quarantine the cohort.
Exposed persons	<ul style="list-style-type: none"> Refer to Scenario 1a If student rides school district transportation (not public transit) for transportation <i>and</i> bus ride is >15 minutes, all students on bus should be considered an exposed cohort.
Household members, including siblings (if ill person is a student)	<ul style="list-style-type: none"> All household members must quarantine at home. Refer to Scenario 1a.



Document on cohort logs when 6 feet physical distancing was not maintained during school day. Provide cohort logs to LPHA, to assist with identifying exposed individuals. If LPHA determines an entire cohort requires quarantine, follow Common Communication protocol.

Communication Tools and Resources

Schools also must adhere to FERPA regulations when communicating with families and the community. Schools must take extra precautions when sending communications regarding ill or exposed people to ensure students are not identified. The requirement for FERPA protection does not include communication with LPHAs who under RSSL must have access to direct student and family contact information.

Letter to Staff and Families:

Case of COVID-19 in School

Dear Staff and Families of XXXX School,

Recently, we were notified that a person in _____ school has been diagnosed with COVID-19. As members of the school community, we understand that this might raise concerns alongside a caring response. We are working closely with [INSERT local health department] to respond to this news and protect the health of our community by temporarily closing [INSERT name of school here].

Each situation calls for different protocols. In this case, we will follow the following steps:



1. (customize steps)
2. [INSERT steps taken here. They can include – but are not limited to – explaining cohort impacts, addressing contact tracing, any relevant information on staying home or testing, a deep clean of classrooms and common areas in the school, manual wiping of surfaces, use of an electrostatic disinfectant sprayer that deploys charged disinfectant particles into an area that covers every surface in the space.]

The best way to prevent the spread of COVID-19 is through wearing face coverings, physical distancing and to practice good health hygiene habits. Be sure to wash your hands frequently with soap and water, cover your coughs and sneezes, and avoid contact with people who have signs of illness. Get plenty of rest, exercise, and eat a healthy diet. Protect the community by following the Governor's safety requirements. Wearing cloth face coverings reduce the spread of virus and help prevent those who have the virus, but do not have symptoms, from passing it to others. [INSERT any additional physical distancing requirements that may have been approved by your city or county government]

We will keep you updated with any new information as it comes out, while meeting the requirements to honor everyone's right to privacy.

More information can be found on the [Oregon Department of Education's Ready Schools, Safe Learners page](#), the [Oregon Health Authority's COVID-19 page](#) and [INSERT district website with COVID information, if applicable]. If you have any questions, please contact [INSERT contact information].

Sincerely,
Superintendent

Letter to Families: Prevention and Information

This letter to help prepare parents and families for COVID-19 events in your school or district. Let them know how they'll be updated and where to go for more information.

Parents and Families,

This letter will help your family prepare should our school or school district have a COVID-19 event occur. Events may include positive cases, outbreaks or exposures. It is important to know currently there are no positive cases in our school community. However, we want you to know that your health and safety is our top priority.

We are partnering closely with local public health officials and they will provide support and information for managing COVID-19 related scenarios that impact our school community.



If an event occurs in our school or district you will receive information via (email, alert, notification). This webpage will have the most up to date information.

We want our community to protect themselves against COVID-19. Here are some ways to protect your family:

- Keep children who are sick at home. Don't send them to school.
- Teach your children to wash hands with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.
- Teach your children to stay at least three feet away from people who are sick.
- People who are sick should stay home from work or school and avoid other people until they are better. If you have questions, please contact your school nurse, healthcare provider, or your local board of health or check the CDC website

More information can be found on the [Oregon Department of Education's Ready Schools, Safe Learners page](#), the [Oregon Health Authority's COVID-19 page](#) and [INSERT district website with COVID information, if applicable]. If you have any questions, please contact [INSERT contact information].

Sincerely,
Principal _____

Exposure to COVID-19

This message to alert families when their child has been exposed to a positive case of COVID-19. It is important to alert staff members when they have been exposed to a positive case of COVID-19.

Parents and Families (or staff),

We, the LPHA, we are immediately closing the following cohorts: _____ health officials have worked closely with school officials to identify individuals who may have been exposed to a person who tested positive for COVID-19. It has been determined that your child (you) may have had direct contact with COVID-19 symptoms/a person with a confirmed positive COVID-19 case.

Individuals who have been exposed to a positive case of COVID-19 will remain at home for 14 days under Comprehensive Distance Learning, and return to in-person learning on _____ (insert date).

If you have additional household members become ill with COVID-19, you will be followed to ensure a safe return to school.

We will keep you updated with any new information as it comes out, while meeting the requirements to honor everyone's right to privacy.

More information can be found on the [Oregon Department of Education's Ready Schools, Safe Learners page](#), the [Oregon Health Authority's COVID-19 page](#) and [INSERT district website with COVID information, if applicable]. If you have any questions, please contact [INSERT contact information].

Sincerely,
Superintendent

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Equity Impact Analysis Phase I:

1. Convened a team of equity leaders in Oregon to review RSSL with an equity, racial equity and anti-racist lens
2. Co-designed a process for an equity analysis of the RSSL content by creating a matrix to guide the review and record responses.
3. Input was provided on each section and subsection of the guidance, from 4a through 8c, and asked five critical questions for each subsections:
 - What are your initial clarifying questions?
 - What needs to be stressed/emphasized in this subsection?
 - What changes would you make?
 - What are your suggestions/recommendations?
 - If you were working with a district team on this subsection, what questions would you ask to probe deeper understanding around equity, racial equity, and anti-racism?
4. Several changes were incorporated into the recent iterations of RSSL, both in tone and in substance, including the addition of new resources for district implementation teams to consider.

Equity Impact Analysis Phase II - Our journey forward:

As the school year begins, ODE will be working with ESDs and school leaders to develop a regional approach to empathy interviews, focus groups, and surveys that we hope could identify and surface the strengths, needs, and gaps in how the 2020-21 year is unfolding for students and families with an explicit attention to:

- Students of color
- Students with disabilities
- Emerging Bilingual Students
- Students navigating poverty, homelessness/houselessness, and foster care
- LGBTQ2SIA+ students
- Families
- Staff

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The Role of Guidance

Policy Framework	Guidance	Implementation
<p><i>Ready Schools, Safe Learners</i> returns to <u>decentralized</u> decision-making with clear and evolving health and safety and instructional parameters.</p>	<p>With the authority and responsibility of the Governor’s EO 20-29, ODE and OHA provide detailed requirements <i>and</i> recommendations for K-12 schools and related programs. ODE is responsible for enforcing compliance with the guidance and will do so through a complaints process</p>	<p>ODE offers support and coordination at state and regional levels while school, health, and community leaders do the hard work of putting into action their own values and strategies to ensure safety and education for students within the context of the guidance and framework.</p>

ODE is charged with enforcing compliance with RSSL Guidance

- Executive Order 20-29: *“Public schools shall continue to receive allocations from the State School Fund provided that they comply with the provisions of this Executive Order and guidance from OHA and ODE, as well as other applicable laws, including but not limited to ORS 659.850.”*
- Complaint process will enforce requirements, not recommendations.

What districts can expect:

- ODE will direct complainants to go first to the district. Complaints that come in to ODE will be forwarded to the district as a courtesy with an offer for technical assistance;
- District will have two business days to respond and resolve the issue;
- Complainant may then appeal to ODE; and
- ODE will investigate and issue final order. If ODE finds district is out of compliance, order will include corrective action and timeline to complete. Corrective action could include directing a school or one or more cohorts into comprehensive distance learning.

9 Test Positive For Coronavirus After In-Person Classes Resume At Georgia High School

August 10, 2020 · 12:05 PM ET

A coronavirus outbreak has been discovered at the Georgia high school that drew national attention last week **after photos and videos of crowded hallways and unmasked students went viral on social media.**



Officials at North Paulding High School in Dallas, Ga have suspended in-person learning for at least two days following a cluster of virus cases was discovered at the school. Above a crowd of students packs a hallway on Aug. 4.

Twitter via AP/AP

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Ongoing Support & Future Updates

- Last major update...
- Shift away from FAQs and scheduled guidance updates
 - Use ODECOVID19@ode.state.or.us
 - This will be more effective than emailing/texting/calling individuals for issues related to guidance
 - ESD Reopening Advisors
 - Published office hours

Grace & Patience

We are learning together to move powerfully on
behalf of children and communities.

Questions...



Oregon State Board of Education

August 19, 2020

AGENDA ITEM: 3. Preview of 2020-2021 Board Actions

<p>SUBJECT: 2021 Legislative & Budget Update</p> <p>STAFF NAME & OFFICE: Jessica Ventura, Government Relations & External Affairs, Directors Office; Rick Crager, Assistant Superintendent of Finance & Information Technology</p> <p>The 2021 Legislative Session will start in February. State agencies began preparing agency budget and policy proposals at the beginning of 2020. This is an update to SBE on ODE’s proposed policies and budget for the legislature to consider in 2021.</p>	<p><input checked="" type="checkbox"/> Informational Presentation</p> <p><input type="checkbox"/> Written Report</p>
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BACKGROUND

The 2021 legislative session will commence in February of 2021. In early of 2020 both the Government Relations Director and Assistant Superintendent of Finance and Administration began working with ODE staff to determine concepts and budgetary needs for the 2021-2023 biennium. Upon approval from ODE’s Executive Team, ODE’s budget and policy proposals were submitted to the Department of Administrative Services and Governor’s Office. The Governor will approval final policies and budget for the 2021 legislative session.

2021 Proposed ODE Legislative Concepts

ODE’s proposed legislative concepts for the 2021 legislative session are broken into two themes: Moving Equity Forward and Good Governance. Policy proposals that fit within ODE’s Education Equity Stance and applied an anti-racist lens, were grouped under Moving Equity Forward. ODE views these proposals as critical in providing and highlighting our most vulnerable students. For example, we are requesting more sustainable funding for students who have dropped our education system and have found themselves in the juvenile detention system. We are also requesting funding to implement the recommendations of the LGBTQ+ Advisory workgroup and asking for funding to create and embedded social emotional learning content standards in K-12.

MOVING EQUITY FORWARD

- LC 607/ PoP 106: Funding for YCEP/JDEP
- LC 609: Tribal Regalia & Objects of Cultural Significance
- LC 615/PoP 111: Social Emotional Learning Content Standards
- LC 616/PoP 106: Expanding Access to Long Term Care & Treatment (LTCT)
- LC 620: Access to Linguistic Inclusion
- LC 625/ PoP 070: LGBTQ+ Student Plan
- LC 629: Student Success Act HB 3427 (2019)
- LC 630/ PoP 105: Statewide Facility Assessment

GOOD GOVERNANCE

- LC 605: EPA: Lead & Copper Rule
- LC 612: District Plans & Evaluations
- LC 617: EAC
- LC 623: Accepting TSPC Fingerprinting Result
- LC 624: SB 155 (2019)
- LC 627: Technical Changes to Regional Programs

Oregon State Board of Education

August 19, 2020

AGENDA ITEM: 3. Preview of 2020-2021 Board Actions

Policy proposal that were only definition update, language clean up or improved our internal and external customer services, were grouped under Good Governance.

ODE Budget Updates

Over the last three months, ODE has been administering its 2019-21 budget while working to analyze and recommend how best to address the impacts of the state budget deficit. The Second Special Session of the Legislature, which ended on Monday, August 10th, approved SB 5723 and HB 4303 to rebalance the 2019-21 budget and erase the budget deficit. The result for ODE was a \$369.8 million total budget reduction, along with an increase of \$140.9 million of Federal Funds received through the CARES Act. The total impact to the 2019-21 ODE budget was a net decrease of \$228.9 million of which the Department is beginning to take the necessary steps to implement.

While beginning to implement changes to the 2019-21 budget and restarting the efforts of rolling out the Student Success Act, ODE is also working towards the submission of its 2021-23 Agency Request Budget on September 1st. ODE is proposing to submit a budget request that is \$598.7 million above the estimated current service level for 2021-23. This request includes the following:

- 22 Budget Increase Proposals (12 for K-12, 8 for Early Learning Program, 1 for Youth Development, and 1 for Educator Advancement Council) for a total of \$812.6 million;
- 2 Technical Adjustment Proposals that total approximately \$300K; and
- 1 Revenue Reduction Proposal of \$214.2 million due to a revenue decline in the Corporate Activity Tax and the close out of the Charter School Federal Funds grant.

At the time of this docket submission, ODE was still working on final estimates for the Early Learning Programs which totaled \$213 million. It is expected that these estimates will reduce since additional work was needed to account for phase in of new programming. ODE staff will provide an update during its presentation to the State Board.

EQUITY IMPACT ANALYSIS

In this regular session, the legislature will be facing difficult budget and policy decision due to COVID-19 pandemic, which has deeply impacted black, indigenous, and people of color (BIPOC). Due to this, the Governor gave clear guidance to state agencies to create a budget and policy proposal centering equity and applying an anti-racist lens. ODE has taken this charge seriously and has applied it to the legislative concept and budget process. To guide this work, staff used 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.”

Additionally, we to had define what antiracist meant to this process as definitions anchors us. Dr. Ibrim X. Kendi says that if we do not do the basic work of defining the kind of people we want to be in

Oregon State Board of Education

August 19, 2020

AGENDA ITEM: 3. Preview of 2020-2021 Board Actions

language that is stable and consistent, we cannot work toward stable, consistent goals. To be antiracist according to Dr. Kendi X. Ibram is one who supports an antiracist policy through their action or expressing an antiracist idea. An antiracist policy is any measure that produces or sustains racial equity between the racial groups. Both ODE's Equity Stance and an antiracist lens have been applied to the proposed budget and legislative concepts for the 2021 legislative session. As agency, our policy proposals center on improving the lives of BIPOC, low-income, and rural students. Our budget also seeks to reallocate resources to our most vulnerable students within the confines of the system we exist. We hope the combination of our policy and budget proposals leads to more racial equity for our students.

ATTACHMENTS

Attachment 1: [2021 Legislative Process & Policy Proposal](#)



2021 Legislative Session

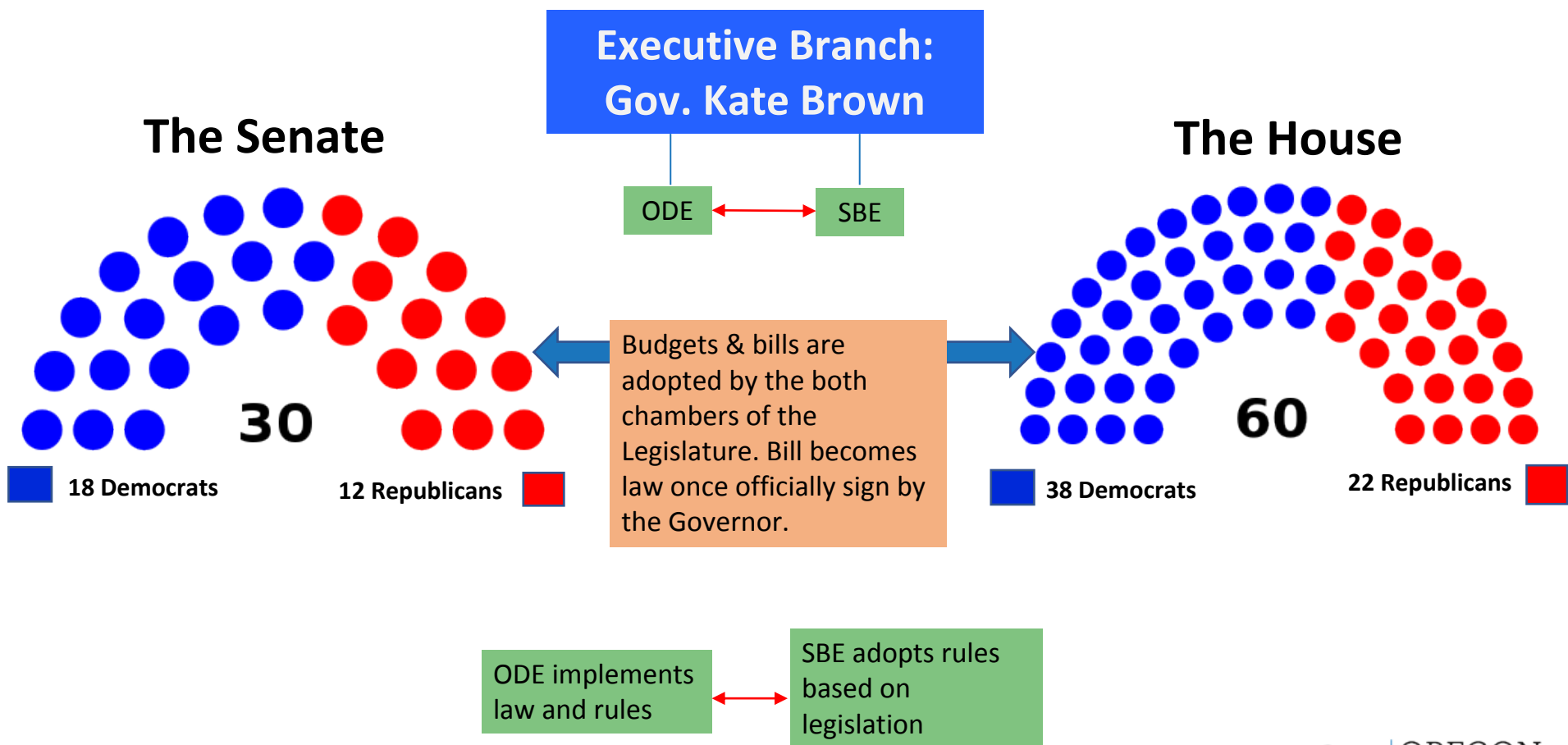
JESSICA VENTURA

*Government Relations Director
Government Relations & External
Affairs Team
Office of the Director*

RICK CRAGER

*Assistant Superintendent of
Finance & Administration*

LEGISLATIVE STRUCTURE & EDUCATION POLICY GOVERNANCE



CURRENT STRUCTURE: COMMITTEES

Policy Committees

Senate Education Committee

- Sen. Dembrow, Chair
- Sen. Chuck Thomson, VC
- Se. Sara Gelser
- Sen. Mark Hass
- Sen. Dalla Heard

House Education Committee

- Rep. Alonso Leon, Chair
- Rep. Courtney Neron, VC
- Rep. Cheri Helt, VC
- Rep. Daniel Bonham
- Rep. Mark Meek
- Rep. Jeff Reardon
- Rep. Janeen Sollman
- Rep. Kim Wallan

Budgets

Ways & Means Sub Ed Committee

- Sen. Lew Frederic, Co-Chair
- Sen. Susan McLain, Co-Chair
- Sen. Arnie Roblan
- Rep. Terea Alonso Leon
- Rep. Mark Meek
- Rep. Mike Neerman
- Rep. Carl Wilson

CURRENT STRUCTURE: COMMITTEES



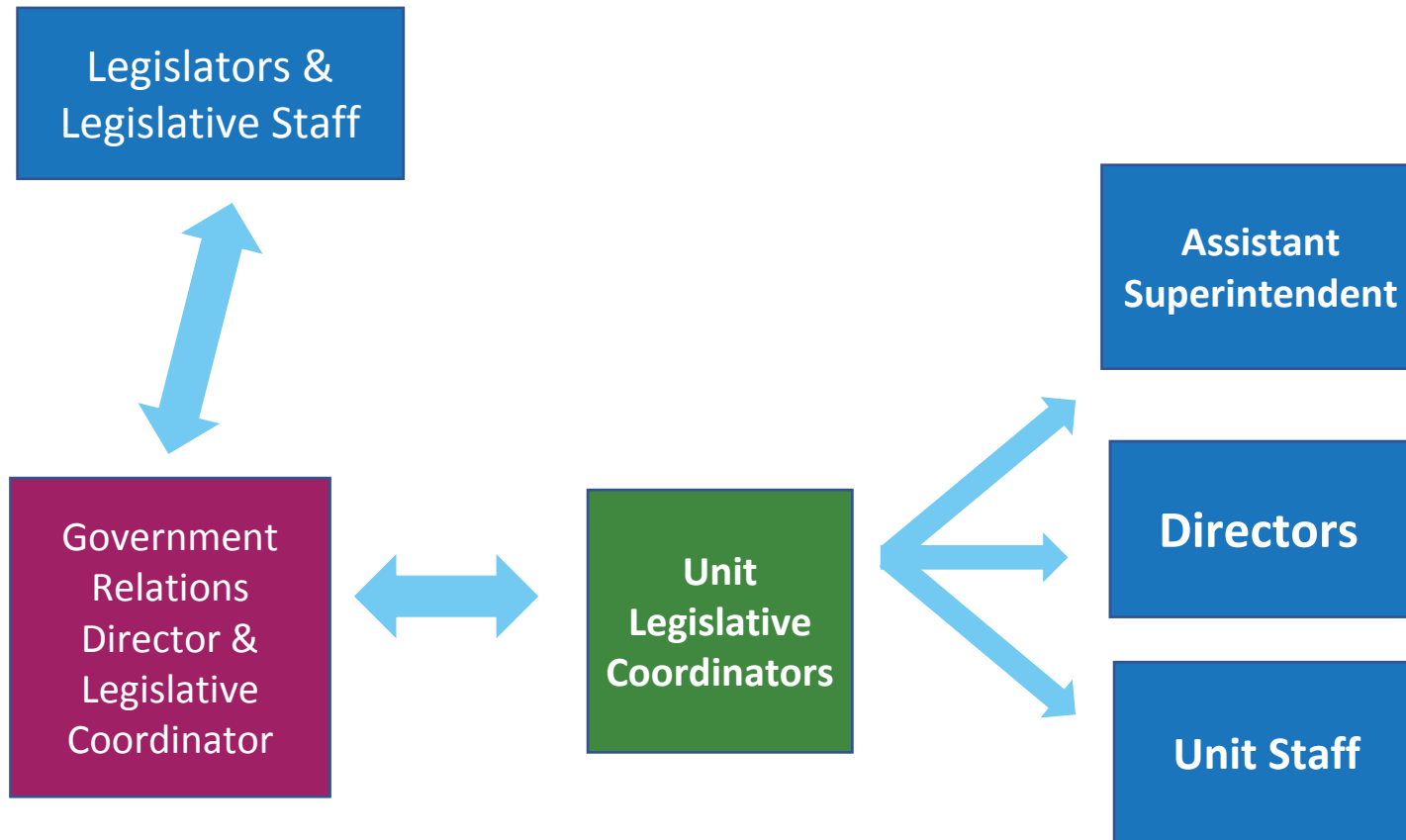
Policy Committees

- Most of the substantial policy decisions happen in policy committees
- Relationships are very important; you must be fast and accurate and thus, trustworthy.
- Policy bills that cost \$ are sent to budget committees
- Bills can die in policy committees

Budget Committee

- If a policy bill has cost associated to it, the budget committee will determine how much the legislature will spend on it
- Budget committee also discusses the agency budget, positions and program cost
- Both policy bills and budget decisions can die here

COMMUNICATION



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.”

ANTI-RACIST IN POLICY MAKING

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.

Policy: Written and unwritten law, rules, procedures, processes, regulations, and guidelines that govern people.

ODE EQUITY STRATEGIC PLAN

G3: We continually expand our capacity for & commitment to diverse & inclusive partnerships in service of Education equity

Strategy 3A: Seek opportunities to develop and deepen equitable partnership and collaboration with the federally recognized tribal governments in Oregon.

Strategy 3C: systemize use of ODE Equity Lens to evaluate proposed agency concepts & policy options

Strategy 3C Outcome: Agency can demonstrate processes and protocols with the state legislature and other state agencies sustain the ODE equity lens at the center regardless of individuals in role

Approved ODE Legislative Concepts For The 2021 Legislative Session

MOVING EQUITY FORWARD

- LC 607/ PoP 106: Funding for YCEP/JDEP
- LC 609: Tribal Regalia & Objects of Cultural Significance
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- LC 612: District Plans & Evaluations
- LC 617: EAC
- LC 623: Accepting TSPC Fingerprinting Result
- LC 624: SB 155 (2019)
- LC 627: Technical Changes to Regional Programs

2019-21 Budget Status

- The Second Special Session of the Legislature concluded Monday, August 10th with passage of Senate Bill 5723 to balance the state's budget.
- General and Lottery Funds dedicated to the ODE budget was reduced by \$384 million.
- In addition, there was a total of \$391.9 million of resources from the Corporate Activity Tax that was reduced due to the May revenue forecast.
- To address the shortfall in these resources, the Legislature used a combination of one time resources, budget reductions, and the Education Stability Fund to balance the ODE budget.

Legislative Budget Rebalance

Legislative Actions to Address Revenue Shortfall

- \$400.0 million investment from the Education Stability Fund to backfill lost General Fund and Lottery Funds dedicated to the State School Fund which resulted in maintaining the \$9.0 billion biennially budget.
- \$341.7 million reduction to plan Student Success Act initiatives with the largest coming from the Student Investment Account (SIA) Grant Program at \$322.7 million.
- \$22.0 million of General Fund declines was addressed with reduction in Agency Operations and K-12 Grant-In-Aid.
- \$3.6 million in Early Learning and Youth Development Programs reduction
- \$8.6 million of one-time available revenues to backfill General Fund reductions in both agency operations and programs⁸⁹

Specific K-12 Impacts

- Maintain State School Fund and High School Success Grants at current funding levels.
- Student Investment Account Grant reduced \$321.9 million to \$150 million.
- All Student Success Act initiatives maintained at current level except ESD Technical Assistance (\$4 million reduction) and Student Success Team Grant (\$8 million reduction).
- General Fund K-12 Grant In Aid Programs reduced by \$14.7 million as outlined below

Grant Program	Amount	Grant Program	Amount
Reach Out to Read Grant	(\$37,500)	STEM/CTE Regional Network Grants	(\$411,725)
SMART Grant	(\$135,816)	CTE Revitalization Grants	(\$595,659)
Supporting Accelerated Learning	(\$1,371,040)	STEM/CTE Career Pathways Fund	(\$720,519)
Accelerated Learning Professional Develop.	(\$135,929)	STEM/CTE Innovation Grants	(\$321,139)
Regional Program Grant Program	(\$1,614,609)	Student Leadership Centers	(\$61,759)
Physical Education Grant	(\$120,107)	FIRST Grant	(\$242,191)
Chronic Absenteeism Grants	(\$3,236,890)	Farm to School Program	(\$4,851,321)
Vision Screening Reimbursement	(\$800,000) 100		

2019-21 Revised Budget

Budget	Total 2019-21 Budget	Estimated Impacts	Total 2019-21 Est. Revised	Percent Change
Agency Operations	\$262.2	(\$11.5)	\$250.7	-4.44%
Oregon School for the Deaf	\$19.1	(\$0.8)	\$18.3	-3.99%
K-12 Grant In Aid	\$2,775.0	(\$229.0)	\$2,546.0	-8.25%
Early Learning Programs	\$570.6	\$12.5	\$583.1	+2.19%
Youth Development Programs	\$24.6	(\$0.1)	\$24.5	-0.53%
State School Fund	\$9,000.0	-	\$9,000.0	-
Common School Fund	\$116.3	-	\$116.3	
Capital Financing/Debt Service	\$286.8	-	\$286.8	
Total	\$13,054.6	(\$228.9)	\$12,825.7	-1.75%

2021-23 Budget Development

- ODE's Agency Request Budget for 2021-23 is due on September 1st.
- The submission will assume current service level rolls up based on the levels originally approved by Legislature – not based on special session adjustments.
- Governor will begin process of reviewing agency submission in conjunction with September revenue forecast to prepare her budget due December 1st.
- ODE will be requesting \$516.1 million in policy option and revenue reduction packages, however, current forecast would suggest a significant deficit for 2021-23 current service level.
- Agency is expecting it will be asked to develop reduction scenarios to be considered for Governor's Budget.

2021-23 Net Request - \$516.1M

Investments (in millions)

Budget	General Fund	Other Funds	Federal Funds	Total Funds
K-12 Investments	\$251.7	\$335.1	\$2.4	\$589.2
Educator Advancement Council Investments	-	\$14.0	-	\$14.0
Early Learning Investment	\$119.6	\$0.3	\$6.3	\$126.2
Youth Development Investment	\$0.3	-	-	\$0.3

Reductions (in millions)

Budget	General Fund	Other Funds	Federal Funds	Total Funds
K-12 Investments – Student Investment Acct.	-	(\$206.0)	-	(\$206.0)
K-12 Investments – Charter Schools	-	-	(\$7.6)	(\$7.6)

Highlights of K-12 Budget Requests

- \$167.4 million State School Fund and High School Success Grant (Measure 98) investment to maintain ODE current service level estimates.
- \$74.3 million for improving levels of services for students with special needs.
- \$14.1 million in distance learning and teaching innovations
- \$4.2 million to support both the implementation of the LGBTQ Student Success Plan, and the expansion of the Latinx Student Success Plan.
- \$307.5 million investment for high quality and safe schools primarily funded through capital bonds.

Highlights of K-12 Budget Request

- \$206 million reduction in Student Investment Grant Program to balance with estimated Corporate Activity Tax revenue dedicated to program.
- \$1.7 million to support the expansion of standards that improve student outcomes through social/emotional learning, ethnic studies, student health and sex education; and world languages and the arts.
- \$2.9 million to support a balanced system of student assessment, as well as modernization of agency information technology systems and hardware.
- \$0.7 million to assist students, parents, and other stakeholders in navigating through complaint processes at both state and local levels.
- \$5.4 million to expand opportunities to build skills for college and career readiness.

Questions

JESSICA VENTURA

*Government Relations Director
Government Relations & External
Affairs Team
Office of the Director*

RICK CRAGER

*Assistant Superintendent of
Finance & Administration*



**OREGON
DEPARTMENT OF
EDUCATION**

Oregon Department of Education

2021-23 Budget Overview

(As of August 18, 2020)

Budget Appropriations (in millions)	2019-21 LAB	2021-23 CSL	2021-23 ARB	CSL % Change	ARB % Change
General Fund	\$8,618.0	\$8,850.1	\$9,221.7	2.7%	7.0%
Lottery Funds	\$530.8	\$370.5	\$370.5	(30.2%)	(30.2%)
Other Funds	\$2,389.0	\$2,987.1	\$3,130.5	25.0%	31.0%
Federal Funds	\$1,516.6	\$1,589.9	\$1,591.0	4.8%	4.9%
Total Budget	\$13,054.4	\$13,797.6	\$14,313.7	5.7%	9.6%

Budget Appropriations (in millions)	2019-21 LAB	2021-23 CSL	2021-23 ARB	CSL % Change	ARB % Change
Agency Operations	\$262.2	\$296.1	\$325.9	12.9%	24.3%
Oregon School for the Deaf	\$19.1	\$21.0	\$21.0	10.1%	10.1%
Grant-In-Aid: Student Achievement	\$998.2	\$1,539.6	\$1,353.5	35.6%	54.2%
Grant-In-Aid: District Capacity & Technical Assistance Grants	\$32.5	\$54.6	\$54.6	68.1%	68.1%
Grant-In-Aid: STEM and CTE Related Programs	\$61.5	\$64.2	\$69.2	4.3%	12.4%
Grant-In-Aid: Nutritional Program	\$467.7	\$539.8	\$539.8	15.4%	15.4%
Grant-In-Aid: Educator Effectiveness & Professional Development	\$38.2	\$39.8	\$39.8	4.3%	4.3%
Grant-In-Aid: Closing the Achievement Gap	\$442.3	\$470.5	\$474.5	6.4%	7.3%
Grant-In-Aid: Specialized Student Service Grants	\$683.8	\$762.5	\$828.6	11.5%	21.2%
Early Learning Programs	\$570.3	\$729.0	\$848.3	27.8%	48.7%
Youth Development Programs	\$24.6	\$29.9	\$29.9	21.2%	21.2%
Educator Advancement Council	\$50.8	\$68.6	\$80.1	35.1%	57.7%
State School Fund	\$9,000.0	\$8,997.5	\$9,160.5	0.0%	1.8%
Common School Fund	\$116.3	\$133.1	\$133.1	14.4%	14.4%
Capital Financing and Debt Service	\$286.9	\$51.4	\$354.9	(82.1%)	23.7%
Total Budget	\$13,054.4	\$13,797.6	\$14,313.7	5.7%	9.6%



ODE 2021-23 Policy Option Packages

(As of August 18, 2020)

Policy Option Packages (in millions)	GF	OF	FF	Total	POS/FTE
Package 070 – Impact of Revenue Reductions	\$0.0	(\$206.0)	(\$7.6)	(\$213.6)	0/0.00
POP 101 – State School Fund	\$166.1	\$4.4	\$0.0	\$170.5	0/0.00
POP 103 – Statewide Education Initiative Account	\$0.0	\$7.7	\$0.0	\$7.7	9/8.76
POP 104 – Early Learning Account	\$0.0	\$0.6	\$0.0	\$0.6	2/2.00
POP 105 – Ensuring High Quality and Safe and Effective Schools	\$0.3	\$306.7	\$0.5	\$307.5	3/2.92
POP 106 – Improved Levels of Service for Students with Special Needs	\$59.5	\$14.1	\$0.7	\$74.3	3/2.76
POP 107 - Oregon Distance Learning and Teaching Innovations Program	\$14.0	\$0.0	\$0.1	\$14.1	4/3.76
POP 108 – Interim and Formative Student Assessment Tools	\$1.7	\$0.0	\$0.0	\$1.7	2/1.84
POP 109 – STEM Programs for Diverse Learners	\$5.4	\$0.0	\$0.0	\$5.4	2/1.84
POP 110 – IT Modernization	\$1.2	\$0.0	\$0.0	\$1.2	2/1.84
POP 111 – Supporting and Expanding Instructional Standards	\$1.3	\$0.1	\$0.3	\$1.7	4/3.42
POP 112 – Student Nutrition & Transportation	\$0.3	\$0.0	\$0.8	\$1.1	6/5.84
POP 113 – Leadership, Accountability and Customer Service	\$1.2	\$1.5	\$0.0	\$2.7	12/11.92
POP 114 – Equitable Access to Government Services	\$0.7	\$0.0	\$0.0	\$0.7	3/2.76
POP 115 – ODE Technical Adjustments	\$0.0	\$0.0	\$0.0	\$0.0	-2/-1.46
POP 201 – Youth Development Division	\$0.3	\$0.0	\$0.0	\$0.3	1/1.00
POP 301 – Educator Advancement Council	\$0.0	\$14.0	\$0.0	\$14.0	2/1.84
POP 401 – Baby Promise Expansion	\$30.4	\$0.0	\$0.4	\$30.8	2/2.00
POP 402 – Preschool Promise	\$87.3	\$0.0	\$0.0	\$87.3	1/0.92
POP 403 – Licensing & Baby Promise	\$0.0	\$0.0	\$1.7	\$1.7	5/6.00
POP 404 – K-12 Preschool Monitoring & Evaluation	\$1.3	\$0.0	\$0.3	\$1.6	1/1.00
POP 405 – Licensing Expans. for Recorded Pgrms.	\$0.0	\$0.0	\$2.7	\$2.7	14/13.00
POP 406 – Creation of Tribal Hub	\$0.6	\$0.0	\$0.3	\$0.9	1/1.00
POP 407 – CBR/ERDC Background Checks	\$0.0	\$0.0	\$0.9	\$0.9	6/5.00
POP 408 – ELD Technical Adjustments	\$0.0	\$0.3	\$0.0	\$0.3	1/1.00
Total Request	\$371.6	\$143.4	\$1.1	\$516.1	84/80.96

ODE 2021-23 Policy Option Package Summaries

Package 070 – Impact to Revenue Reductions

This package provides for budgetary adjustments to operations and programs that are created through projected revenue shortfalls of \$213.6 million for the 2021-23 biennium. The reduction in this budget package is related to a decreased revenue projection for the Corporate Activity Tax and the close out of an existing federal charter grant program.

- **Reduction 1**– Reduction of \$206.0 million of Grant-In-Aid for the current service level for the Student Investment Account Grant Program.
- **Reduction 2** - Net Reduction of \$7.6 million Federal Funds of Grant-In-Aid for the federal Charter School program. This federal grant has been liquidated during the 2019-21 biennium, and additional grants are not anticipated.

Policy Package 101 – State School Fund

Strategic Investment of \$170.5 million in the State School Fund and the High School Success Grant Program (Measure 98). This investment increases the State School Fund by \$163.0 million to account for the difference between the 2021-23 current service calculation based on an 50/50 school year expenditure split in 2019-21 versus the actual school year expenditure split of 49/51 expenditures. The \$7.5 million balance of the investment is to transfer \$3.1 million of General Fund to the High School Success Grant Program Account to be combined with Other Funds to create \$4.4 million in grants from the program. This investment models current practice in calculating current service level for both the State School Fund and High School Success Grant Program.

- **Strategy 1**– - Investment of \$163.0 million of Grant-In-Aid that supports continued funding for the State School Fund if current service level had been calculated at a 49/51 split for the 2019-21 biennium.
- **Strategy 2** - Investment of \$4.4 million of Grant-In-Aid that supports continued funding for the High School Success and College and Career Readiness program (Measure 98) if current service level for the SSF had been calculated at a 49/51 split for the 2019-21 biennium. The HSS program uses the percentage of increase for the SSF from LAB to CSL as the factor used to increase HSS program funds. This also includes a \$3.1 million General Fund budget transfer to the High School Success Account.

Policy Package 103 – Statewide Education Initiative Account

Strategic Investment of \$7.7 for Grant-In-Aid and 9 Positions/8.76 FTE to maximize the use of funding resources dedicated to the Statewide Education Initiative Account (SEIA). Investment is based on the program's 2021-23 current service level and uses revenues from the Corporate Activity Tax of which up to 30% of resources (after required transfers) are dedicated to the Account.

- **Strategy 1** – Investment of \$1.1 between Grant-In-Aid and Operations to establish 4 Positions/3.84 FTE recommended by 2020 Legislature to implement Section 48 of HB 3427 (Educator Professional Development), and Early Warning Systems.

- **Strategy 2** – Strategic Investment of \$2.1 million for the continuation of 3 Positions/3.00 FTE Limited-Duration positions to develop and implement systems that improves both fiscal transparency and accountability of agency investments. This is continuation of the work that began in 2019-21.
- **Strategy 3** – Strategic Investment of \$0.3 million for 1 Position/1.00 FTE to permanently establish and reclassify a limited-duration position from 2019-21 to coordinate the implementation of all SSA initiatives.
- **Strategy 4** – Strategic Investment of \$2.2 million for Grant-In-Aid and 1 Position/0.92 FTE to implement the LBGTQ Student Success Plan. **(Legislative Concept 625)**
- **Strategy 5** – Strategic Investment of \$2.0 million for Grant-In-Aid for continued expansion of the Latinx Student Success Plan.

Policy Package 104 – Early Learning Account

Strategic Investment of \$0.6 for 2 Positions/2.00 FTE to support the Early Learning Account (ELA) initiative targeted towards increasing the professional development opportunities for early learning service providers. Investment is supported through the difference between the program’s 2021-23 current service level versus the estimated revenues from the Corporate Activity Tax in which at least 20% of resources (after required transfers) are dedicated to the Account.

- **Strategy 1** - Investment of \$0.6 million to establish 2 Positions/2.00 FTE recommended by 2020 Legislature for the Early Learning Division to implement Professional Learning for Early Learning Service Providers.

Policy Package 105 - Ensuring High Quality and Safe and Effective Schools

Strategic Investment of \$307.5 million for Grant-In-Aid and 3 Positions/2.92 FTE to ensure students are able to learn in safe, accessible, and quality school facilities that optimize their opportunities for success.

- **Strategy 1** – Authorization to receive funding from the issuance \$133.5 million of XI-P and XI-Q Bonds that will support capital investments for both Oregon School Capital Improvement Matching Program and capital improvements for the Oregon School for the Deaf. To support the expenditure of this capital investment, along with continued expenditure for previously awarded funding, the Department is requesting a budget increase of \$303.5 million.
- **Strategy 2** - Investment of \$0.5 million and 2 Positions/2.00 FTE to continue existing LDs established to manage and support the federal GSEM program.
- **Strategy 3** – Investment of \$3.5 million that shifts the resources from the Facilities Grant in the State School Fund to support identifying current conditions of all statewide school facilities and targeting resources to address the highest risks. Establishes 1 Position/0.92 FTE **(Legislative Concept 630)**

Policy Package 106 – Improved Levels of Service for Students with Special Needs

Strategic Investment of \$74.3 million for Grant-In-Aid and 3 Positions/2.76 FTE that further enhance existing programs, initiatives and best practices that improve the ability to identify and educate students with specialized needs.

- **Strategy 1** - Investment of \$11.9 million for Grant-In-Aid to increase access of students to education programs that are under the care of eligible day treatment facilities funded by the Department of Human Services and the Oregon Youth Authority. Currently, only students treated through the Oregon Health Authority have access to services **(Legislative Concept 616)**.
- **Strategy 2** - Investment of \$3.0 million for YCEP and JDEP Programs generated from increased revenues based on a 220-day instructional school year. Additional funding provides opportunities to more effectively educate students in secure sites. **(Legislative Concept 609)**.
- **Strategy 3** - Investment of \$8.3 million of Grant-in-Aid to increase support for the Low Incidence Regional Programs to ensure eligible students are funded at per-student funding levels equivalent to 2013-15 level, adjusted for inflation, as well as accounting for increases in student population.
- **Strategy 4** - Investment of \$50.5 for Grant-In-Aid in the Early Intervention/Early Childhood Special Education program to maintain the adequate service level model created in 2019-21.
- **Strategy 5** – Investment of \$0.6 million and 3 positions/2.76 FTE to provide increased capacity within the management, oversight, and compliance of federally funded programs.

Policy Package 107 - Oregon Distance Learning and Teaching Innovations Program

Strategic Investment of \$14.1 million for Grant-In-Aid and 4 Positions/3.76 FTE in supporting digital learning and innovated approaches to distant teachers to provide students with personalized learning, computer science, blended learning, and online e-learning that is adapted to meet their needs.

- **Strategy 1** - Investment of \$13.0 million for Grant-In-Aid and 3 Position/2.84 FTE that continues a limited-duration position funded through the CARES Act and establishes 2 additional positions to support digital and online learning for all students.
- **Strategy 2** - Investment of \$1.1 million for 1 Position/0.92 FTE that directly supports school districts in adapting innovative and digital learning opportunities.

Policy Package 108 - Interim and Formative Student Assessment Tools

Strategic Investment of \$1.7 million for Technical Services and 2 Positions/1.84 FTE in supporting promoting student centered teaching and learning through a balanced systems of assessments.

- **Strategy 1** – Investment of \$1.3 million for Technical Services and 1 Position/0.92 FTE to provide professional learning on the use of formative assessment practices and interim assessment tools; increase local assessment capacity; and provide operational support for local assessment literacy packages.
- **Strategy 2** - Investment of \$0.4 million and 1 Position/0.92 FTE that supports increasing needs related to special education assessments, as well as new federal requirements for an alternate English language proficiency assessment (Alt-ELPA).

Policy Option Package 109 - STEM Programs for Diverse Learners

Strategic Investment of \$5.4 million for Grant-In-Aid and 2 Positions/1.84 FTE that further the development of programs and learning that enable students to build skills through problem solving, critical thinking, adaptability, innovation, and design thinking.

- **Strategy 1** - Investment of \$2.4 million and 2 Positions/1.84 FTE to support a collaborative regional network of mathematics teachers and leaders to develop instructional materials and new courses to meet the needs of diverse learners.
- **Strategy 2** – Investment of \$3.0 million of Grant-In-Aid to increase support for the Regional STEM Hub Network and the STEM Innovation Grant Program.

Policy Package 110 - Information Technology Modernization

Strategic Investment of \$1.2 million and 2 Positions/1.84 FTE aimed at replacing, updating, and/or enhancing critical information technology system used for managing key agency business processes, as well as providing relevant student information to all stakeholders.

- **Strategy 1** - Investment of \$0.5 million for Technical Services and 2 Positions/1.84 FTE to Invest in second phase of developing and implementing an improved and sustainable system that ensures accountability and ongoing security in the distribution of the State School Fund.
- **Strategy 2** - Investment of \$0.7 million of hardware and software upgrades designed to improve the agency's aging network and provide resources that create enhancements to existing processes.

Policy Package 111 - Supporting and Expanding Instructional Standards

Strategic Investment of \$1.7 million and 4 Positions/3.42 FTE that either create new or expand existing standards that improve student outcomes through social/emotional learning; ethnic studies; and world languages and the arts, and ensures the Department has the support to adequately maintain compliance with existing state and federal programs and requirements.

- **Strategy 1** - Investment of \$0.3 million and 1 Position/0.92 FTE to develop, implement, and support content standards for social emotional learning for K-12. ***(Legislative Concept 615)***
- **Strategy 2** - Investment of \$0.3 million and 1 Position/1.00 FTE to ensure adequate levels of support for standards and best practices for school health and sex education.
- **Strategy 3** - Investment of \$0.1 million and 1 Position/0.50 FTE to provide program support and technical assistance for the Vision Screening Reimbursement Program.
- **Strategy 4** - Investment of \$0.3 million and 1 Position/1.00 FTE to continue current limited-duration positions to ensure support and technical assistance related to federal requirements for private schools.
- **Strategy 5** – Investment of \$0.7 million to support professional development contract for educators of ethnic studies.

Policy Package 112 – Student Nutrition & Transportation

Strategic Investment of \$1.1 million for 6 Positions/5.34 FTE focused on ensuring existing programs for both Child Nutrition and Student Transportation are able to continue providing support to students in receiving healthy and nutritional food, and ensuring safe and adequate transportation to and from school.

- **Strategy 1** - Investment of \$0.8 million for Technical Services and 4 Positions/3.50 FTE that supports continuation of existing limited duration funding for federally funded nutrition programs targeted towards ensuring student wellness (CDC grant), quality customer service and technical assistance for the USDA Food Distribution Program, and research and data analysis.
- **Strategy 2** - Investment of \$0.3 million for 2 Positions/1.84 FTE to ensure the Department is able to manage the current workloads associated with ensuring school buses and school activity vehicles are safe for student transportation.

Policy Package 113 – Leadership, Accountability and Customer Service

Strategic Investment of \$2.7 million for 12 positions (11.92 FTE) that ensure the ongoing support of delivering outstanding customer service; ensuring compliance and accountability; and providing leadership in helping Oregon's students succeed.

- **Strategy 1** - Investment of \$1.1 million for 5 Positions/5.00 FTE for the purpose of continuing current limited duration positions to enable the Department to create a Grant Management Unit to better support the agency's growing portfolio of complex state and federal grants that is supported through the agency's federal indirect revenues.
- **Strategy 2** - Investment of \$0.4 million for 2 Positions/2.00 FTE for the purpose of continuing current limited duration positions that effectively reduce agency risk related to ADA web accessibility and ensure compliance with the Office of Civil Rights agreement.
- **Strategy 3** - Investment of \$0.2 million for 1 Position/1.00 FTE for the purpose of continuing a current limited duration position in which half of the position supports the Vision Screening Reimbursement Program, and the other half is for general accounting functions.
- **Strategy 4** - Investment of \$0.2 million for 1 Position/1.00 FTE for the purpose of providing adequate support for the Director's Office in delivering equitable outcomes to students.
- **Strategy 5** - Investment of \$0.6 million for 2 Positions/2.00 FTE for the purposes of continuing current limited-duration positions for leadership in IT policy and strategy, and for IT Help Desk Support.
- **Strategy 6** - Investment of \$0.2 million for 1 Position/ 0.92 FTE for the purpose of providing adequate levels of human resource services based on growth of agency staffing and workload.

Policy Package 114 – Equitable Access to Government Services

Strategic Investment of \$0.7 million for 3.0 positions/2.76 FTE to assist students, parents, and other stakeholders in navigating through complaint processes at both state and local levels and help parents in advocating for their children, as well as providing equitable access to government data, information, communication, and other critical messages.

- **Strategy 1** - Investment of \$0.7 million for 3 Positions/2.76 FTE for the purposes of continuing current limited duration positions to enable the Department to support Civil Rights, Strategic Communications and an Education Ombudsperson.

Policy Package 115 – Technical Adjustments

Technical adjustment to agency’s budget to address previously submitted permanent finance plans for CHRO-approved position reclassifications, as well as other changes not related to specific agency policy decisions. The result of this package is a minimal Other and Federal Funds reduction of \$2,749 and the elimination of 2 positions/1.46 FTE.

Policy Package 201 – Youth Development Division

Strategic Investment of \$0.3 million and 1 Position/1.00 FTE to provide continuation of a limited-duration position to provide technical assistance and supports that work to effectively reduce disparities among disadvantaged youth of color.

Policy Package 301 – Educator Advancement Council

Strategic Investment of \$14.0 million for Grant-In-Aid and 2 Limited-Duration Positions/1.84 FTE for one-time investments that support and grow the professional development opportunities for Oregon educators. This investment is funded with unused resources from the previous biennium that was created through the later-than-anticipated start-up of Regional Educator Networks.

- **Strategy 1** – Investment of \$11.5 million for Grant-In-Aid and 2 Limited-Duration Positions/1.84 FTE to support an Indigenous Education Institute that will directly impact Indigenous and non-Indigenous students, educators, leaders, and community members and also accelerate the broader efforts of the Educator Equity Act to diversify the educator workforce.
- **Strategy 2** - Investment of \$2.5 million of Grant-In-Aid and funding for personal services to establish an additional position for establishing a grant program for the Anti-Racist Leadership Initiative including professional services to provide technical assistance to Regional Education Networks (RENs) established by the Educator Advancement Council (EAC).

Policy Package 401 – Baby Promise Expansion

Strategic Investment of \$30.8 million and 2 Position/2.00 FTE for expansion of the Baby Promise Program aimed at increasing the number of child care slots by 1,000.

Policy Package 402 – Preschool Promise

Strategic Investment of \$87.3 million and 1 Positions/0.92 FTE for expansion of Preschool Promise Program to provide preschool opportunities to 5,000 additional children, including additional expansion and duration in Head Start.

Policy Package 403 – Licensing & Baby Promise

Strategic Investment of \$1.7 million and 5 Positions/6.00 FTE that enables the continuation of 3 positions established in 2019-21, and expands the licensing staff necessary to effectively ensure the compliance of existing programs.

Policy Package 404 – K-12 Preschool Monitoring & Evaluation

Strategic Investment of \$1.6 million and 1 Position/1.00 FTE for the expansion of the Early Learning Division's capacity to support high-quality preschool environments through technical assistance and monitoring of school districts who fund preschool.

Policy Package 405 – Licensing Expansion for Recorded Pgrms

Strategic Investment of \$2.7 million and 14 Positions/13.00 FTE that provides the necessary staff for the increased workload associated with licensing and monitoring of applicable child care facilities.

Policy Package 406 – Creation of Tribal Hub

Strategic Investment of \$0.9 million and 1 Position/1.00 FTE the creation of a Tribal Liaison position for the Early Learning Division to work and coordinate with Oregon's tribal nations on early learning programs and creating a tribal Hub.

Policy Package 407 – CBR/ERDC Background Checks

Strategic Investment of \$0.9 million and 6 Positions/5.00 FTE that enables the transfer and responsibility of conducting background check for the Employee Related Day Care (ERDC) Program from the Department of Human Services to the Early Learning Division.

Policy Package 408 – ELD Technical Adjustments

Strategic Investment of \$0.3 million and 1 Position/1.00 FTE for an ELD Policy and Research Director.

Oregon State Board of Education

19 August 2020

AGENDA ITEM: 3.C

<p>SUBJECT: 2020-21 ODE Rules Advisory Committee (Administrative Rules) STAFF NAME & OFFICE: Jeremy A. Wartz & Jessica Ventura, Office of the Director</p> <p>The Department’s rulemaking process is being updated for the upcoming 2020-21 SY to bring in the ODE Rules Advisory Committee. This committee will provide recommendations to all of the agency’s rules prior to the State Board of Education. With the inclusion of the ODE RAC, we are advancing our commitment to equitable educational practices and outcomes.</p>	<p><input checked="" type="checkbox"/> Informational Presentation</p> <p><input type="checkbox"/> Written Report</p>
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BACKGROUND

ORS 183.333 states that it is the policy of the Legislative Assembly to allow the public to be involved in the development of public policy and in the drafting of rules whenever possible. To that end, the statute allows state agencies to appoint an advisory committee that will represent the interests of persons likely to be affected. The Department’s current rulemaking process relies on staff to ensure that the public is involved in the development and writing of administrative rules. These individual advisory committees convened by staff are composed of subject matter experts with some representation of other stakeholders. After engaging with their individual advisory committees, staff bring the draft administrative rules to the Board for a 1st Reading for discussion and input from the Board. After the 1st Reading, staff will come back for a 2nd Reading and recommendation for adoption.

During the 2019-20 school year, the Office of Education Innovation and Improvement convened a standing rules advisory committee to develop and write rules for the Student Success Act. This committee met throughout the year in partnership with ODE to provide critical input and recommendations. Members of the standing rules advisory committee were composed of diverse leaders within education and communities of color. At the end of the 2019-20 school year, ODE proposed continuation of the committee for the following year and with a broader scope of rules, to which the committee was in high agreement.

The updated Department’s rulemaking process will add-in the ODE Rules Advisory Committee (RAC). The ODE RAC’s membership will be the same as the Student Success Act Standing Rules Advisory Committee. First, staff with individual advisory committees will continue with engagement of their committees. Where there is no advisory committee, the ODE RAC will serve as the body to advise in the development and drafting of administrative rules. Second, staff will bring proposed draft rules to the ODE RAC for further engagement and advisement. Lastly, staff will present and work with the Board for final recommendations and proposed adoptions. By bringing all of the Department’s rules through the ODE RAC, we are adding voice and expertise from these diverse community leaders. The ODE RAC will not supplant or replace current individual ODE advisory committees, but rather provide an opportunity for more diverse and larger public involvement.

SUMMARY OF PREVIOUS BOARD ACTION

This has not previously been before the Board.

Oregon State Board of Education

19 August 2020

AGENDA ITEM: 3.C

POLICY ISSUE OR CONCERNS

The updated ODE rulemaking process was discussed with the Department's Executive Team. From this discussion, there were policy concerns regarding the role of members in the ODE Rules Advisory Committee and on the overall updated rulemaking process. Discussion on the role of members within the ODE RAC, especially for those members from communities of color, focused on knowledge being extractive and this process being a checkmark for equity. Discussion on the overall updated rulemaking process focused on the types of rules that will be heard by the ODE RAC and how this updated process will take into account individual ODE staff committees. Additional staff trainings on the purpose, role, and process of the ODE RAC will be provided to further clarify and address these concerns.

EQUITY IMPACT ANALYSIS

By adding the ODE Rules Advisory Committee into the overall ODE rulemaking process, we are advancing the ODE Education Equity Stance and ODE Equity Strategic Plan. This can be accomplished by critically analyzing and reviewing policy and legislation prior to development of administrative rules to benefit historically and currently marginalized youth, students, and families. The ODE Equity Strategic Plan supports the ODE Rules Advisory Committee through the goal of cultivating shared narratives, practices, and protocols that center equity in our work. Through inclusion of diverse voices and perspectives in the ODE RAC, we can draft rules that will restructure and dismantle systems that create dichotomies of beneficiaries and the oppressed and marginalized.

FISCAL ANALYSIS

There is no fiscal impact.

ATTACHMENTS

Attachment 1: ODE Rules Advisory Committee Presentation



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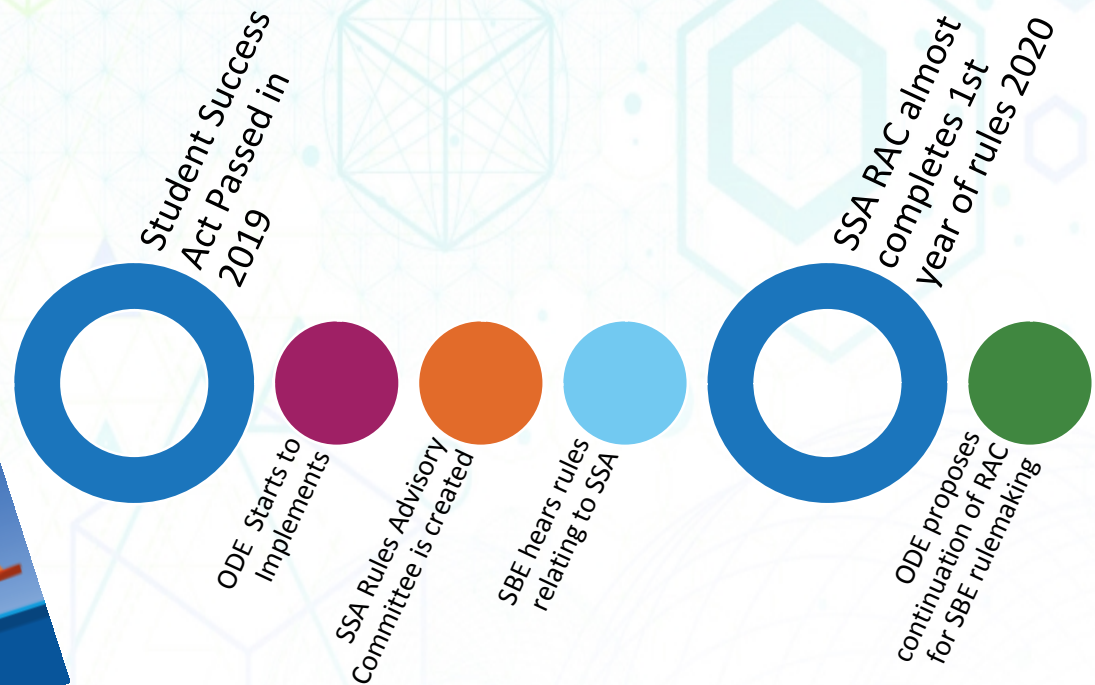
ODE Rules Advisory Committee

Jeremy A. Wartz, Rules Coordinator

Government Relations & External Affairs Team

Office of the Director

HB 3427 (2019): Student Success Act



ODE Education 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.

ODE Equity Strategic Plan

G1: We cultivate shared narratives, practices, and protocols that center equity in our work.

- **Strategy 1C:** Prioritize centering equitable voices and practices in regulation, resource allocation & resource management processes.

G3: We continually expand our capacity for and commitment to diverse and inclusive partnerships in service of educational equity

- **Strategy 3A:** Seek opportunities to develop and deepen equitable partnership and collaboration with the federally recognized tribal governments in Oregon.
- **Strategy 3B:** Enable, expect, and build structures for meaningful collaboration with districts, education leaders, communities, and students who are impacted by our decisions.
 - **Activity:** Develop sustainable structures to mitigate internal barriers to (internal and external) partnerships and collaboration.



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Current ODE Rulemaking Process

Notification and
Engagement

State Board of
Education

Implementation

Authority and role in statute

- ORS 183.333
 - (1) The Legislative Assembly ... declares that it is the policy of this state that whenever possible the public be involved in the development of public policy by agencies and in the drafting of rules... encourages agencies to seek public input to the maximum extent possible... The agency may appoint an advisory committee that will represent the interests of persons likely to be affected by the rule...
 - (3) ... the agency shall seek the committee's recommendations on whether the rule will have a fiscal impact, what the extent of that impact will be and whether the rule will have a significant adverse impact on small businesses...

Student Success Act Standing Rules Advisory Committee

- Advised and provided input and recommendations on rule development and writing.
- Members represented numerous organizations including OSBA, OEA, COSA, NAACP, Asian Pacific American Network of Oregon, Centro Cultural de Washington County, Chalkboard Project, and others.



Updated ODE Rulemaking Process

1

- Notification and Engagement

2

- ODE Rules Advisory Committee

3

- State Board of Education

4

- Implementation

Types of Rule Processes with the RAC

1. Standard rule process
 - a. Permanent rules & Repeal of rules
2. Abbreviated rule process
 - b. Temporary rules
3. RAC Rule Input/Review process
 - c. SSA Rules and/or other rules where there is no advisory committee of subject matter experts

Advancing Education Equity

1. Larger input and advisement from community members.
2. Critical analysis and review of policy and legislation prior to implementation.
3. Adopt rules that can restructure and dismantle systems that create dichotomies of beneficiaries and the oppressed and marginalized.

Calendar of Dates for the RAC

- August 27th
- September 10th
- October 8th
- November 12th
- January 14th
- February 11th
- March 11th
- April 8th
- May 13th
- June 10th, if needed
- No December meeting
- Easy to remember because these are scheduled for the Thursday before the SBE meeting.

Questions?

Educator Advancement Council

The Educator Advancement Council is an innovative partnership aimed at helping Oregon achieve high-quality, well-supported and culturally-responsive public educators in every classroom. Building upon the Governor’s Council on Educator Advancement recommendations, the Oregon Legislature created the Council through the passage of Senate Bill 182. The Council supports multiple initiatives that create the conditions for a more antiracist, diverse, and empowered educator workforce. Utilizing a strength-to-strength approach, the Council centers educator voice through four key areas:

- **Regional Educator Networks.** The Council launched 10 Regional Educator Networks (RENs) across Oregon. The RENs facilitate a process that centers the voices of educators to operationalize meaningful, systematic changes to improve recruitment, retention, and professional learning. They do this work through a networked continuous improvement process; the RENs will not initially organize around a solution, program, or an initiative, but rather around *improving* systems of support for educators along the educator advancement continuum. All of the RENs are engaging in work that centers antiracist, culturally sustaining policies and practices to co-create racially affirming environments for Black, Indigenous, and educators of color (BIPoC).
- **Diversifying Oregon’s Pathways in Education (Oregon’s House Bill 3427).** Section 48 of House Bill 3427 empowers the EAC to invest in Oregon’s educators from recruitment to retirement. The following are the effort to reach that goal:
 - Provide scholarships to support future Black, Indigenous, and educators of color (BIPoC)
 - Cover the cost of license and testing fees to mitigate the barriers to licensure
 - Pilot a leadership preparation and pathways program for future BIPoC administrators
 - Fund “Grow Your Own” programs that center culturally sustaining pedagogies, community strengths, and culturally specific initiatives
 - Pilot statewide antiracist coursework for current teachers
 - Create a Racial Justice Institute aimed at achieving culturally and racially affirming environments across the educator preparation continuum
- **Educator Equity Act (House Bill 3375).** Yearly, the EAC researches and works to address barriers related to educator workforce supply and demand. This is accomplished through the following:
 - Convening the [Oregon Educator Equity Advisory Group \(OEEAG\)](#), which is a council of educators and professionals who meet quarterly to provide critical and equity centered guidance related to enacting House Bill 3375.

- Expanding the current [Oregon Teacher Scholars Program](#) to help achieve purposes of the Educator’s Equity Act, including scholarships, professional development opportunities, networking and other resources for BIPoC or Heritage Speaking teacher candidates.
- Producing, yearly, a comprehensive report that tracks Oregon’s progress in increasing the number of teacher candidates as well as the number of culturally and racially diverse teachers and administrators hired in Oregon’s public schools.
- Supporting, in partnership with the Higher Education Coordinating Commission, the six public educator preparation programs in meeting the legislative requirement of a producing a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators
- **Cross Sector Alignment.** The Council, itself, through its comprehensive membership and its principled support of racially affirming education spaces works to create alignment across all entities that are critical to the educator continuum. This is achieved through better aligning early learning professional development efforts with K-12; deepening relationships with all educator preparation programs; strategically engaging with philanthropy, community based organization, education associations, and non profit organizations; and collaborating regularly with Oregon’s Teacher Standards and Practices Commission.

Diversifying Oregon's Pathways in Education: Section 48 of House Bill 3427

The December 2019 Report on Section 48 (Diversifying the Educator Workforce) of the Student Success Act (House Bill 3427) outlined spending over the course of two years - from June 30, 2019 until June 30, 2021. What follows is a status update on each of the elements in the plan as well as an adjustment to Tier 3. On August 6, 2020, the Educator Advancement Council Directors approved this shift in concept from Communities of Practice for leaders and schools to a Racial Justice Institute that will initially focus on supporting Black, Indigenous, and Educators of Color. There was no adjustment on the amount but rather on the concept itself. In short, EAC intends to spend and implement all \$15M between August 30, 2020 and June 30, 2021.

First three months (by Nov 30) we will have spent: \$7.94M

	SEPT 30	Oct 31	Nov 30	Dec 31	Jan 31	Feb 28	Mar 31	Apr 30	May 31	June 30
TOTAL:	\$4,528,000	\$528,000	\$3,196,000	\$28,000	\$328,000	\$3,192,000	\$28,000	\$28,000	\$3,192,000	\$28,000
HECC IAA	\$1,500,000									
TSPC IAA	\$2,500,000									
Grow Your Own Programs			\$1,700,000			\$1,700,000			\$1,700,000	
Anti-Racist PD Contractor			\$334,000			\$330,000			\$330,000	
HB3375 Public Universities	\$500,000									
Racial Justice Institute		\$500,000	\$400,000		\$300,000	\$400,000			\$400,000	
Evaluation and TA Vendor			\$600,000			\$600,000			\$600,000	
Public Awareness Campaign			\$134,000			\$134,000			\$134,000	
Program Staff and Operations	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000

Tier 1:

- *Oregon Teachers Scholars Program (\$1.5M)*: In collaboration with the HECC, we are creating the conditions to increase scholarship amounts for the 2020 - 2021 recipient and offer an additional round of scholarship funds for racially, ethnically, and heritage-speaking teacher candidates. Since 2018, over 138 scholarships for teacher candidates have been awarded, with over 81 recipients this year.

- *Oregon Administrators Scholars Program (\$1.5M)*: In collaboration with TSPC and Coalition of School Administrators (COASA) we have designed a scholarship program (\$10K per scholar) to recruit and support leadership preparation and pathways for racially, ethnically, and heritage-speaking administrator candidates.
- *Teachers Standards and Practice (\$1M)*: In collaboration with TSPC, we have developed an Intergovernmental Agreement whereby TSPC will launch licensure stipends (licensure costs and assessment fees) for racially, ethnically, and heritage-speaking educator candidates; and an additional \$500,000 to pilot the Holistic Assessment of Content Knowledge which was created as an alternative pathway to licensure.

Tier 2:

- *Grow Your Own Teacher Pathway Partnership(\$5M)*: In collaboration with educator preparation programs, current “Grow-Your-Own” programs, philanthropy, and education associations (OEA and COASA), we developed criteria to support statewide partnerships to diversify the educator workforce while also supporting the implementation Oregon’s culturally responsive legislative initiatives, such as Tribal History/Shared History, Ethnic Studies Standards, Jewish Holocaust bill, AA/Black Student Success Plan and related equity plans. We are ready to release an RFA in August and reward participants in September.
- *Teacher Antiracist Courses (\$1M)*: In collaboration with educators in the field, we are ready to launch an RFP for a contractor to partner with an educator preparation program to pilot at least two online anti-racist graduate level courses for licensed teachers currently working in a K12 school. The EAC offered multiple sessions to current teachers who revealed this as a number one need.
- *Educator Equity Plans - Education Equity Act HB3375 (\$500K)*: In partnership with the HECC we have created an Interagency Agreement to disburse funds to the six public educator preparation programs to support their legislative requirement of producing a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators.

Tier 3:

- *Racial Justice Institute (\$1.9M)*: The EAC has proposed to create a Racial Justice Institute aimed at achieving culturally and racially affirming environments across the educator preparation continuum. This Institute has a two part approach. *See below for rationale and further details.
- *Diversifying Oregon’s Pathways in Oregon Evaluation and Technical Assistance (\$1.8M)*: The EAC will Invest in a comprehensive research and evaluation plan to investigate the extent to which the different tiers impact diversifying the educator profession, can inform future policy and practice, and can be scaled and applied across specific contexts. Also provide technical assistance to operationalize promising practices that support diversification and retention of Black, Indigenous, and Educators of Color.
- *Public Awareness Campaign (\$450K)*: Invest in strategic communications that will elevate the work of the EAC and the different tiers across the state.

*Because of the COVID-19 pandemic there has been an inordinate amount of pressure and work placed on administrators to design and implement a new model for education in Oregon. At the same time we recognize that many educators feel under-supported as they navigate the dynamic and complex transition to new models of education. These feelings are exacerbated for BIPOC educators who -in addition to the pandemic - often shoulder the additional work of navigating racially un-affirming environments, supporting BIPOC students and families, and reckon with the disproportionate impact of COVID-19 on their own communities. As a result of this shifting need, the EAC has proposed to create a Racial Justice Institute aimed at achieving culturally and racially affirming environments across our educator pathways continuum. The EAC piloted an initial network specifically for BIPOC educators during the months of March and April with overwhelming engagement and positive responses. Within 48 hours the EAC had over 200 BIPOC educators signed up to participate. During these sessions BIPOC educators asked for ongoing, racially affirming support. The purpose of this Institute is to address and prevent the harm of the existing structural racism and cultural marginalization in Oregon’s K-12 Schools, which are especially pertinent during times of constrained resources. This in

particular creates a mechanism for the retention of BIPOC teachers.

The previously recommended investment (Column I in Table A) requires a significant amount of time from K12, university and teacher leaders and does not account for their workload amidst a pandemic. The proposed change continues to align with the mission of Section 48 while also addressing an important need in the system.

The recommended change is: The creation of a Racial Justice Institute, which is a statewide endeavor that is designed and implemented by the EAC staff (distinct and separate, but aligned with the Regional Educator Networks) that will initially focus the creation of a BIPOC network and a 30 person Racial Justice Fellowship (Table A; Column 2).

Table A

Column 1: Previous (\$1.9M) - Communities of Practice	Column 2: Proposed (\$1.9M) - Racial Justice Institute (Phase 1)
<p>The EAC, in accordance with Section 48 of the Student Success Act, will develop and invest in a system for mentorship, coaching and professional learning between Educator Preparation Programs (EPP) and K12 systems. The investment in the Oregon community of practice framework follows a nested model in which (a) EPP and K12 leadership (deans, administrators and teacher leaders) will receive two-to-one mentoring, (b) Leaders will engage in professional learning on race equity and culturally sustaining pedagogy, and (c) the staff and personnel at the EPP and K12 sites will also receive/have access to the race, equity and culturally sustaining pedagogy professional learning for their community-based needs and strengths.</p>	<p>The EAC has proposed to create a Racial Justice Institute aimed at achieving culturally and racially affirming environments across the educator preparation continuum. This Institute has a two part approach</p> <ol style="list-style-type: none"> 1. A Black, Indigenous, and Educator of Color Network for Oregon Educators: There will be a series of full and half day sessions for BIPOC educators to connect, align and amplify culturally sustaining pedagogical approaches, and support innovative instruction. 2. A Racial Justice Fellowship: The Fellowship will provide the support and funding for a group of 30 BIPOC educators to engage in deep racial justice learning, leadership and project development coaching, and propose collaborative projects to create more racially affirming educational spaces.

Detailed Budget:

1.1 OTSP	Funds to mitigate the costs associated with scholarships, administration, alumni networking, and career advancement.	\$1,500,000.00
1.2 OASP	Investment with TSPC to launch a leadership preparation and pathway program for diverse educators.	\$1,500,000.00
1.3 Multiple Measures	Invest in TSPC comprehensive program evaluation of the holistic assessment model.	\$500,000.00

1.4 Licensure and Assessment	Fund for TSPC costs of licensure and assessments for diverse teacher and administrator candidates in Oregon (e.g. ORELA and EdTPA), as well as current teachers and administrators renewing licenses.	\$500,000.00
Tier 2. Redefine Current Initiatives		
2.1 GYO Redefined	Invest funds to encourage growth of "GYO" pathways, as well as redefine current teacher pathways to operationalize current State culturally specific initiatives.	\$5,000,000.00
2.2 Pilot anti-racism coursework	This course is for educators who are looking to deepen their learning and take action through connection with and accountability to other educators in a similar place and earn continued graduate credits.	\$1,000,000.00
2.3 Educators Equity Act House Bill 3375	The EAC will support the six public universities in creating a community of practice that provides incentives for their institutions to support the work of their plans and their chosen areas of foci.	\$500,000.00
Tier 3. Systemic Reform		
3.1 Racial Justice Statewide Institute	Fund a teacher-centered institute to advance racial justice in education. Initiate a BIPOC educator support network - focused on connecting BIPOC educators; elevating anti-racist practices; and supporting a rapidly dynamic educator experience. Fund 30 BIPOC Racial Justice Fellows to engage in deep racial justice leadership work and engage in antiracist collaborative projects.	\$1,946,760.00
3.2 Diversifying Oregon's Pathways Evaluation and Technical Assistance	Invest in a comprehensive research and evaluation plan to investigate the extent to which Section 48 best practices achieves its aims, can inform future policy and practice, and can be scaled and applied across specific contexts. Also provide technical assistance to operationalize promising practices that support diversification and retention of Black, Indigenous, and Educators of Color.	\$1,803,240.00
3.3 Public Awareness Campaign	Creating public awareness that will elevate the work of the EAC and Section 48 across the state and national levels.	\$450,000.00

Expense Summary		
Tier 1. Dismantling Barriers		\$4,000,000.00
Tier 2. Redefine Current Initiatives		\$6,500,000.00
Tier 3. Systemic Reform		\$4,200,000.00
Program Staff and Operations		\$300,000.00
Total Budget		\$15,000,000.00

Contact Shadiin Garcia at shadiin.garcia@ode.state.or.us or Daniel Luis Ramirez at daniel.ramirez@ode.state.or.us for more information.



Oregon Educator Equity Report Update

August 12, 2020

Oregon communities are experiencing the impacts of the global health pandemic, the evolving economic downturn, and expanded focus on structural racism. More critically, Black, Indigenous, and People of Color (BIPOC) communities are disproportionately impacted by the unintended and misguided consequences of these challenges. While these current conditions impact BIPOC communities across the state, many of these are not new to these communities. In schools, leaders struggle to create racially affirming environments for students and educators of color. Despite recent increases to the recruitment of diverse teachers, over the past 20 years, the rate of educators of color continues to lag behind the exponential growth of students of color in Oregon's schools. Therefore, the Educator Advancement Council remains steadfast in its commitment to supporting the diversification of Oregon's educator workforce.

The 2015 Oregon Educator Equity Act, formally known as the Minority Teacher Act, provides an annual report to the Legislature on the status of Oregon's efforts to achieve a K-12 educator workforce that reflects the demographics of the students in our schools. In partnership with the Educator Advancement Council, the Higher Education Coordinating Commission, Teacher Standards and Practices Commission and the Oregon Department of Education, the 2020 Educator Equity Report will provide:

1. An updated synopsis of current research of national trends in diverse educator recruitment and retention, and policy changes to enact racially and culturally affirming systemic reforms across teacher preparation programs and educator advancement continuums
2. The most recent data on Oregon's educator workforce diversity, including preliminary licensure data for teachers and administrators who self-identify as Black, Indigenous and Educators of Color and/or heritage-speakers
3. Promising progress on statewide strategic work with Regional Educator Networks, Oregon Teacher Scholars Program, and the implementation of Oregon's culturally responsive legislative initiatives, such as Tribal History/Shared History, Ethnic Studies Standards, Jewish Holocaust bill, African American/Black Student Success Plan and related equity plans
4. Recommendations from the Oregon Educator Equity Advisory Group of the overall progress of state-invested policies engaged in continuous improvement strategies to invest in an educator workforce that better reflects Oregon's diverse K-12 student demographics

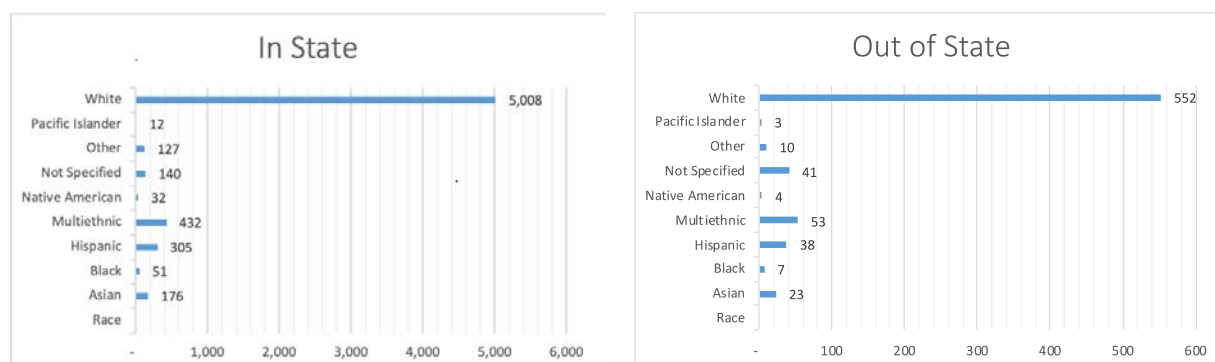
The 2020 – 2021 Educator Equity Report will identify continued and promising practices, such as the Oregon Teacher Scholar Program and the Regional Educator Networks, actively working to diversify the educator workforce across the state. In addition, the report will evaluate the

progress of recruiting and retaining educators of color. This includes data from Oregon’s educator preparation programs and K-12 school districts. Building on policies enacted by the Oregon Legislature in 2013, the report aims to provide a statewide evaluation of progress of efforts to support racially affirming and culturally sustaining environments for diverse educators. Due to the on-going impacts of the global pandemic, the report will be delayed until October 30, 2020. Despite our adjusted report launch timeline, we are happy provide the State Board of Education’s with the following data minus the analysis:

1. Disaggregated data on first time and reciprocal (Out of State) teaching licenses;
2. Disaggregated teacher licensure program completer data (not rates);
3. Percentage of Teachers of Color compared to Students of Color; and
4. State Educator Employment Data.

Demographic Data on Educator Preparation from the Draft 2020 Educator Equity Report

Table 1. First-time Oregon Teaching Licenses Issued in 2019-2020 by Race/ Ethnicity



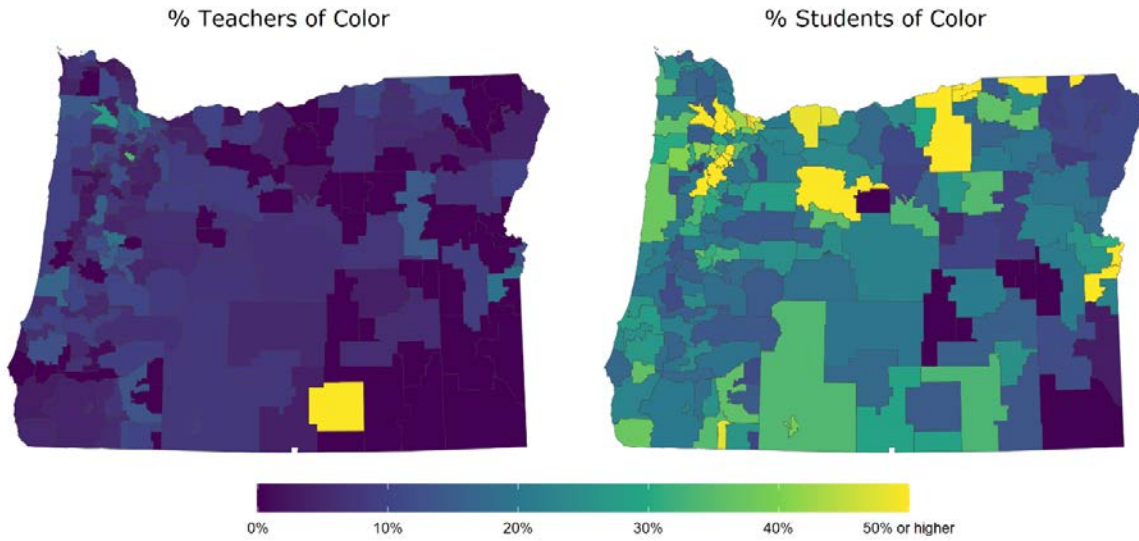
Note. Data provided by Westat and Teacher Standards and Practices Commission.

Table 2. Public and Private Preliminary Teacher Program Completers 2019-2020

Institution	Total	Native American	Asian	Black	Pacific Islander	Hispanic	Multi-Racial	White	Non-Report
Public	873	9	32	12	5	100	32	620	63
Private	755	9	28	10	6	71	37	553	41
Total	1628	18	60	22	11	171	69	1173	104

Note. Data provided by Teacher Standards and Practices Commission.

Table 3. Percentage of Teachers of Color compared to Students of Color



ODE Data: 2019-20 Staff Position and 2019-20 Fall Membership

Table 4. State Educator Employment Data 2011 - 2012 to Present

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Teachers									
Total Linguistically & Ethnically Diverse	-	-	-	2623	2970	3134	3332	3530	3684
Total Ethnically Diverse Only	2391	2343	2399	2503	2721	2902	3089	3278	3413
Total (All)	28421	27993	28353	29404	30437	31052	31234	31409	31479
Administrators									
Total Linguistically & Ethnically Diverse	-	-	-	224	238	258	271	279	296
Total Ethnically Diverse Only	197	196	214	219	226	247	262	267	281
Total (All)	2062	2032	2079	2123	2170	2261	2291	2327	2363
Guidance Counselors									
Total Ethnically Diverse Only	124	123	134	147	168	165	194	214	220
Total (All)	1061	1060	1060	1131	1207	1236	1335	1396	1432
Educational Assistants									
Total Ethnically Diverse Only	1921	1948	1976	2107	2379	2580	2865	3030	3149
Total (All)	12256	12402	12456	12963	13944	14705	15254	15345	15477

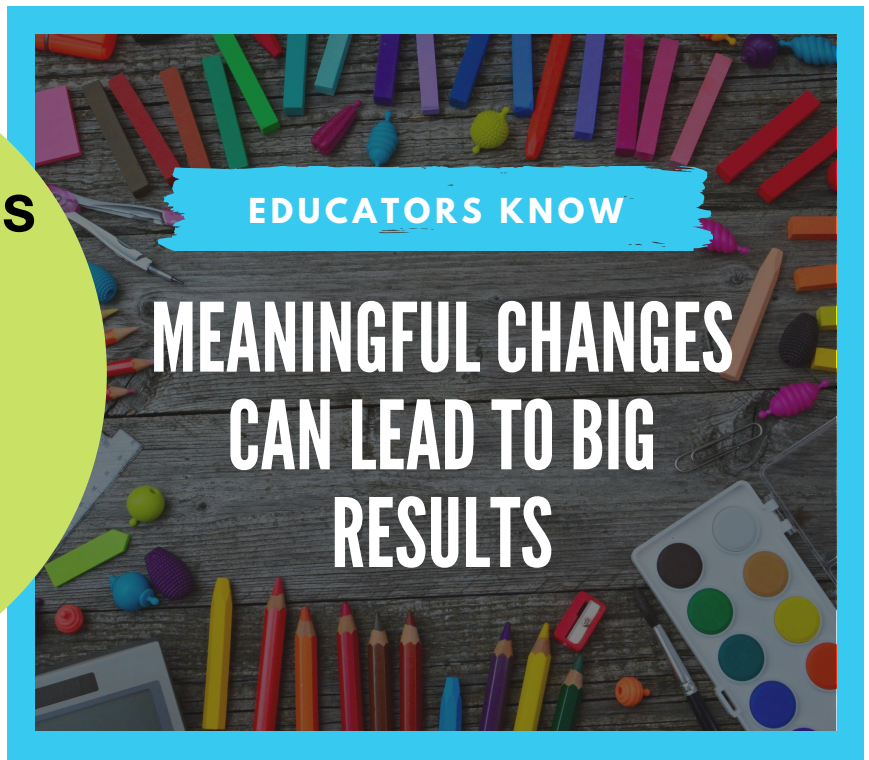


The Educator Advancement Council empowers, supports, and diversifies Oregon’s educator workforce through local, educator-led networks, and statewide resources to provide the quality teaching and learning Oregonians desire. As an innovative partnership, we aim to help Oregon achieve high-quality, well-supported and culturally-responsive public educators in every classroom.

EAC Meeting Dates for 2020-2021: September 15 and 17; October 21; December 9; February 10; April 21; June 23

WITHIN SIX MONTHS

Regional Educator Networks (RENs) have engaged with over 2000 educators to deeply understand the needs and strengths of their regions. All of the ten RENs have produced a comprehensive plan of how to better support educators from recruitment to retirement.



Educators know what they need.

“We need...organizations capable of learning and improving, that see learning and change as what it means to be vital, to be alive.”





- Tony Bryk

Over the last six months the Regional Educator Networks (REN) - led by the REN Coordinators - have centered the voices of educators as they have co-produced a comprehensive regional plans to operationalize meaningful, systematic changes to improve recruitment, retention, and professional learning throughout Oregon. What follows are a few key updates:

- Every REN has established a regional coordinating body that has between 14-40 members and is made up of at least 51% school based educators.
- Coordinating bodies have continued to meet and collaborate frequently despite the pandemic.

- Beyond the educators on the Coordinating Body, the RENs have centered educator voice through a variety of qualitative methods as they identified a regional problem of practice, set a regional aim statement, and developed a working theory of how they intend to enact changes to the system.
- All of the ten RENs have finalized a comprehensive plan of how they intend to make changes within their region to improve recruitment, retention, and/or professional learning.
- The REN plans have a deep focus on racial equity and many have centered the voices of Black, Indigenous, and educators of color to guide the work.
- The RENs will begin implementation of their meaningful changes over the coming months in districts and schools throughout the state.

REGIONAL EDUCATOR NETWORKS (RENs)

A	Northwest REN	 Northwest Regional Education Service District	Mariana Zaragoza mzaragoza@nwresd.k12.or.us	Increase the recruitment and retention of BIPOC educators: BIPOC educator mentorship, administrative equity support
B	Clackamas/Multnomah REN	 Multnomah-Clackamas Regional Educator Network	Erin Gardenhire egardenhire@clackesd.k12.or.us	Increase the retention of BIPOC educators: affinity groups for BIPOC educators and white allies; culturally sustaining mentorship
C	Western REN	 Western Regional Educator Network Lane • Linn • Benton • Lincoln	Tracy Conaghan tconaghan@lesd.k12.or.us	Increase the diversity of educators in the region: supporting schools to be more inclusive; professional development
D	South Coast to Valley REN	 WESD & SCESD Regional Educator Network	Charlotte Pecquex charlotte.pecquex@wesd.org	Increase the recruitment and retention of BIPOC educators: BIPOC educator cohorts; racially affirming policies and practices
E	Douglas REN	 DOUGLAS EDUCATION SERVICE DISTRICT LISTEN • LEARN • LEAD	Debbie Price debbie.price@douglasesd.k12.or.us	Develop robust regional professional learning: centering teacher voice in professional learning options; regional equity focus
F	Southern Oregon REN	 SOESD Southern Oregon Education Service District	Heidi Olivadoti heidi_olivadoti@soesd.k12.or.us	Develop robust, equity-focused professional learning: equitable access to professional learning; centering teacher voice
G	Eastern Oregon REN	 EASTERN OREGON REN Regional Educator Network	Jennifer Martin jennifer.martin@malesd.org	Develop broad, sustained professional development: collaborative professional development opportunities; educator cohorts
H	Central Oregon REN	 CENTRAL OREGON REN Regional Educator Network	Kimberley Strong kimberley.strong@hdesd.org	Develop pathways to recruit a diverse educator workforce: strong relationships with BIPOC communities; educator career pathways
I	Columbia REN	 COLUMBIA REGIONAL EDUCATOR NETWORK	Gabrielle Deleone gdeleone@cgesd.k12.or.us	Increase the retention of novice BIPOC educators: regional equity training and committees; robust novice educator supports
J	Oregon Trail REN	 OREGON TRAIL REN Regional Educator Network	Caitlin Russell caitlin.russell@imesd.k12.or.us	Implement progressive, relevant professional learning: administrative professional learning; centering teacher voice in professional learning

Above you will find a list of the Regional Educator Networks along with the REN Coordinator for each region. On the right hand side we have noted their regional focus for 20-21 along with a few proposed changes

DIVERSIFYING THE EDUCATOR WORKFORCE

Section 48 from House Bill 3427 is a 15 million dollar endeavor to diversify the educator workforce that has support from Governor Brown and proposes a three-pronged approach: Dismantle barriers, support current initiatives, and systemic reform.

This endeavor will provide funding to some of the following initiatives:

- Provide scholarships to support future Black, Indigenous, and educators of color (BIPOC)
- Cover the cost of licence and testing fees to mitigate the barriers to licensure
- Pilot a leadership preparation and pathways program for future BIPOC administrators
- Fund grow your own programs that center culturally sustaining pedagogies, community strengths, and culturally specific initiatives
- Pilot statewide antiracist coursework
- Support House Bill 3375: the equity initiatives and ongoing collaborative among the six public universities
- Create a Racial Justice Institute to support a BIPOC educator network and fellowship

The Educator Advancement Council is excited to operationalize multiple initiatives to create the conditions for a more antiracist, diverse, and empowered educator workforce.

Oregon State Board of Education

MEETING DATE

AGENDA ITEM: 3. Ethnic Studies Standards Update

<p>SUBJECT: Ethnic Studies/HB2845 OAR # and Title STAFF NAME & OFFICE: Alexa Pearson OTLA/SIS, Deb Lange EDI, Amit Kobrowski OTLA/SIS</p> <p><i>Summarize the issue. Three to five sentences that explains the subject and the need for board attention—what’s the problem/concern/issue?</i></p> <p>HB2845 requires the creation and inclusion of Ethnic Studies standards in social science standards for all grades, a move that helps to decenter whiteness in state content standards and make visible the history, story, and identity of people and communities silenced and made invisible by our system. Ethnic Studies standards serve to build our collective capacity for rethinking education more broadly. The law originally required the adoption of Ethnic Studies standards by the State Board of Education (SBE) no later than September 2020. The response to COVID-19 required a delay for the adoption of the standards by the SBE to no later than September 2021. The purpose of this informational presentation session is to provide an update on Ethnic Studies standards, including the revised timeline.</p>	<p>Informational Presentation</p> <p><input type="checkbox"/> Written Report</p>
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BACKGROUND

This board agenda item serves to provide a progress update and timeline around Ethnic Studies standards. In June 2017, Oregon adopted HB2845 requiring the State Board of Education to adopt Ethnic Studies social science content standards by September 15th, 2020. House Bill 2845 also directed Oregon Department of Education (ODE) to convene an advisory group to develop statewide Ethnic Studies standards for public kindergarten through grade 12. The advisory group included representation from middle and high school students; the State Commissions (Indian Services, Asian and Pacific Islander Affairs, Black Affairs, Hispanic Affairs, and Oregon Disabilities); the LGBTQ2IA+ community; the ODE Office of Equity, Diversity, and Inclusion; a K-12 educator; a college or university professor of Ethnic Studies; and an expert in the field of Middle Eastern Studies and Jewish Studies. The Ethnic Studies Advisory Group met from November 2017 to June 2019, culminating with a July 2019 report (see attachment 1). The report recommended further action, including the inclusion and consultation of educators, especially social science teachers, for feedback on the implementation of Ethnic Studies.

As follow up to the recommendations in the report, ODE sent out statewide applications and actively reached out to educators of color to create an Ethnic Studies Content Panel to review and finalize the standards. In January 2020, ODE selected twenty-seven K-12 teachers and three Ethnic Studies professors representing eleven ESD regions of Oregon to serve on the Ethnic Studies Content Panel. The panel planned to convene monthly to review and revise the 2019 Ethnic Studies draft standards put forth by the advisory group. The impact of COVID-19 resulted in a temporary pause on the panel’s activity and a pursuant need to shift ODE’s timeline. ODE has since successfully reconvened the Ethnic Studies Content Teacher Panel as a remote workgroup to review and revise the Ethnic Studies standards, operating with urgency to complete this important body of work. ODE’s goal is to bring the standards to the State Board for adoption before the September 2021 deadline (see attachment 2).

Oregon State Board of Education

MEETING DATE

AGENDA ITEM: 3. Ethnic Studies Standards Update

The initial report created by the advisory group has been shared with community groups, school districts, and the Oregon Council for Social Studies. Over the course of the past year, ODE's Office of Teaching, Learning and Assessment Standards and Instructional Support Team engaged in cross office collaboration with the Director's Office, Office of Indian Education, and the Office of Equity, Diversity, and Inclusion. This collaboration fostered alignment with other related legislation such as Tribal History/Shared History (SB13) and Holocaust and Other Genocides (SB664) (see attachment 3). Once the Ethnic Studies standards are ready for review, there will be intentional engagement with culturally-specific community organizations, educators, student groups, and a public comment period. Student and community voice is vital to seeing Ethnic Studies standards through strong implementation.

SUMMARY OF PREVIOUS BOARD ACTION

This topic has not been before the board prior to this informational update.

POLICY ISSUES OR CONCERNS

There has been a heightened awareness around systemic racism in our society, which serves as a strong reminder that Ethnic Studies standards are long overdue. There are multiple voices calling for anti-racist education, as evidenced by the online petitions signed by thousands of Oregonians. Students are increasingly pushing for a course of study that allows them to learn about traditionally underrepresented figures and reckon with concepts of oppression and justice. It is also true that Ethnic Studies standards alone are only part of a larger solution. Professional development in culturally relevant and sustaining pedagogy and anti-racist education is needed in order to ensure that the values and perspectives present in the standards are understood and sustained.

Unlike Shared History/Tribal History (SB 13), the creation of these standards does not include curricula or lesson plans. This provides local districts with flexibility in selecting curricula, but also creates potential gaps in the implementation of the Ethnic Studies standards due to lack of available, comprehensive Ethnic Studies curricula.

EQUITY IMPACT ANALYSIS

Ethnic Studies standards intend to increase positive student self-identity in connection to ethnic and social group affiliation. Additionally, these standards expand the social science content standards to include the histories, contributions and perspectives of communities who have been currently and historically underrepresented by public school curriculum and content. A more inclusive history of the state of Oregon, the United States, and the world will include important truths requiring a reorientation in the collective understanding of our history, working toward more inclusive ways of knowing.

After the standards are adopted by the State Board of Education, districts may begin to implement them as a replacement to the current multicultural standards that are a part of the larger Social Science

Oregon State Board of Education

MEETING DATE

AGENDA ITEM: 3. Ethnic Studies Standards Update

standards. In accordance with another section of Ethnic Studies legislation (HB 2023), all districts will be required to implement Ethnic Studies standards after the next Social Science instructional materials adoption in 2026-2027.

ODE is currently providing supplemental resources and tools for teachers classroom use to build schema and competency with Ethnic Studies. HB2023 calls for ODE to provide professional development to teachers and administrators relating to academic content standards, including ethnic studies, in 2026-2027 and 2027-2028. Several ESD and School Districts have or are planning professional development with staff in support of HB2845 goals.

FISCAL ANALYSIS

HB2845 does not include any funding for the training of teachers, identification of materials, or creation of lesson plans. HB2023 does direct ODE to “provide professional development to teachers and administrators relating to academic content standards” in 2026-2027 and 2027-2028. Professional learning is required for more effective implementation of the Ethnic Studies standards.

ATTACHMENTS

Attachment 1: July 2019 Report

Attachment 2: Ethnic Studies Standards Timeline

Attachment 3: Tribal History/Shared History (SB13), Holocaust and Other Genocides (SB664), and Ethnic Studies (HB2845) One-Page Summary Document



Ethnic Studies Standards Timeline

July	2019	Ethnic Studies Report with draft standards submitted by Ethnic Studies Advisory Group
Aug-Nov	2019	Draft ES Standards posted and shared for feedback (OCSS, Malheur ESD, Southern Oregon ESD, COSA, NAACP-Portland, Jewish Federation, PPS, 4J Social Studies, BSD 48J, Concordia pre-service teachers, Western Oregon pre-service teachers)
Dec	2019	Ethnic Studies Content Panel invitation and selection
Feb	2020	First meeting of Ethnic Studies Content Panel
Mar	2020	Second meeting canceled due to Covid-19
Apr	2020	Decision to postpone adoption
Jun-Aug	2020	Ethnic Studies Content Panel meet remotely to review and revise standards
Aug	2020	Informational report to State Board of Education at August Retreat
Sept	2020	Standards review and revision completed by Ethnic Studies Content Panel
Aug-Oct	2020	Engagement and feedback from the Tribes, members of the original ES standards advisory group, community-based organizations, educator and student groups
Nov	2020	First read of Ethnic Studies Standards at SBE
Nov-Feb	2020-21	Public comment, community engagement & feedback
Spring	2021	Ethnic Studies Standards presented to SBE for adoption.
	2026-2027	Required implementation



2020–21 REFERENCE GUIDE

TRIBAL HISTORY / SHARED HISTORY, HOLOCAUST AND OTHER GENOCIDES, AND ETHNIC STUDIES AND INCLUSIVE EDUCATION

TRIBAL HISTORY / SHARED HISTORY

Senate Bill 13 CURRICULUM

The law requires instruction to the Tribal approved Essential Understanding across five content areas in grades 4, 8, and 10. Lessons are available from ODE and local tribes.

Grades:
4, 8, 10

Subject Areas:
ELA, Health/PE, Math, Science, and Social Science



Timeline:
2019–2020 SCHOOL YEAR

Begin implementation of the required minimum of five lesson plans per grade level.

2020–2021 SCHOOL YEAR
Full implementation.

What can districts do now?

- Select staff to attend Train-the-Trainer Events
- [Review posted lessons](#)
- Communicate with local tribes for optional place-based lessons
- Review existing curricula and build content knowledge of Indigenous curriculum

ODE Contact:
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HOLOCAUST AND OTHER GENOCIDES

Senate Bill 664 LEARNING CONCEPTS

The law identifies nine learning concepts related to Holocaust and other genocides education. Resources and training are available through local and national organizations as well as ODE.

Grades:
K–12

Subject Areas:
Social Science



Timeline:
2020–2021 SCHOOL YEAR

Instruction on Holocaust and other genocides that includes the nine concepts of the law.

What can districts do now?

- Select staff to attend Holocaust and other genocides spring and summer training
- Utilize [grade-level guidance](#) from ODE to assist in the implementation
- [Contact](#) the Oregon Jewish Museum and Center for Holocaust Education

ODE Contact:
Amit Kobrowski -
amit.kobrowski@state.or.us

ETHNIC STUDIES AND INCLUSIVE EDUCATION

House Bill 2845/House Bill 2023 STANDARDS AND MATERIALS

These complimentary laws create standards and ensure instructional materials adequately address the contributions of the full diversity of the people of Oregon.

Grades:
K–12

Subject Areas:
Social Science



Timeline:
2020–2021 SCHOOL YEAR

Content Panel reviews and revises proposed Ethnic Studies standards for adoption by the State Board of Education by September 2021.

What can districts do now?

- Establish equity professional learning opportunities for district and school staff
- Improve teacher [content knowledge](#) in ethnic studies
- Encourage social science teachers to sign-up for [ODE social science update](#)

ODE Contact:
Amit Kobrowski -
amit.kobrowski@state.or.us



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Ethnic Studies Update

August 19, 2020

Deb Lange – Equity, Diversity & Inclusion

Alexa Pearson – Standards and Instruction

Amit Kobrowski – Social Science Specialist

Grounding and Purpose



“[Ethnic Studies] Pedagogy should work in tandem with students’ own knowledge of their community and grassroots organizations to push forward new ideas for social change, not just be a tool to enhance test scores or grades.”

Source: [We Want to Do More Than Survive](#)

Bettina L. Love



A grassroots movement led by students advocating to see themselves, their story, their identity reflected in the school curriculum.

**Governor Kate Brown
Signs Bill in 2017.**

**Calls for K-12 students
to know the histories,
contributions and
perspectives of ethnic
and social groups.**



Definitions in the Bill

Ethnic

- Native American
- African American
- Asian & Pacific Island American
- Chicano - Latino
- Middle Eastern

Social

- Women
- LGBTQ
- People with Disabilities
- Immigrants
- Refugees

Ethnic Studies standards must include the histories, contributions, and perspectives of both ethnic and social groups grades kindergarten through high school

HB2845 Created Ethnic Studies Advisory Group 2018 - 2019

- Public School Students
- Commission on Indian Services
- Commission on Asian and Pacific Islander Affairs
- Commission on Black Affairs
- Commission on Hispanic Affairs
- Representative of the Lesbian, Gay, Bisexual and Transgender
- Oregon Disabilities Commission
- Educator of Public School Students from OEA Civil Rights Committee
- Oregon Professor of Ethnic Studies
- Professor of Middle Eastern Studies or Jewish Studies
- Commission of Women
- ODE Equity Department

TRIBAL HISTORY / SHARED HISTORY

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What can districts do now?

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ETHNIC STUDIES AND INCLUSIVE EDUCATION

House Bill 2845/House Bill 2023 STANDARDS AND MATERIALS

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Subject Areas:
Social Science



Timeline: 2020–2021 SCHOOL YEAR

Content Panel reviews and revises proposed Ethnic Studies standards for adoption by the State Board of Education by September 2021.

What can districts do now?

- Establish equity professional learning opportunities for district and school staff
- Improve teacher [content knowledge](#) in ethnic studies
- Encourage social science teachers to sign-up for [ODE social science update](#)

Ethnic Studies Content Panel



- **K-12 Teachers representing Oregon's students, communities, and regions**
- **Application required training and/or experience in culturally responsive pedagogy and Ethnic Studies curriculum**
- **OTLA and EDI collaboration for teacher training**
- **March Covid-19 closure: delayed teacher panel**
- **Summer 2020 teacher panel reconvenes**

Pause and Reset



Teacher Panel Review and Revision

Kindergarten Standard

2019 Recommendation

Develop understanding of identity formation related to self, family, community, gender, and disability.

2020 Revision

Develop an understanding of *one's own identity groups* including, but not limited to, *race*, gender, family, *ethnicity, culture, religion, and ability*.

Teacher Panel Review and Revision

Grade 1 Standard

2019 Recommendation

Examine social construction as it relates to race, ethnicity, gender, disabilities, sexual orientation.

2020 Revision

Describe how **individual and group characteristics** are used to divide, unite, and categorize racial, ethnic, and social groups.

Example Content Additions to 2018 SS Standards

Grade 1: Describe how individual and group characteristics are used to divide, unite, and categorize racial, ethnic, and social groups.

Grade 2: Explain how inherited wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending.

Grade 5: Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.

Example Content Additions to 2018 SS Standards

Grade 6: Identify and analyze historical and contemporary means societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.

Grade 8: Identify and analyze the forms of resistance utilized by enslaved people, including self-emancipation, sabotage, and rebellion.

Grade HS: Identify, discuss, and explain the exclusionary language and intent of the Oregon and U.S. Constitution and the provisions and process for the expansion and protection of civil rights.

Work Plan/Next Steps

- **Fall 2020** Engagement and feedback from Tribes, members of original Ethnic Studies Advisory Group, and Community based organizations; OEA, COSA
- **November 2020** First read of Ethnic Studies Standards at SBE
- **Nov - Feb 2020/21** Public Comment and Community Partner Feedback
- **March - Sep 2021** Ethnic Studies Standards Presented to SBE for Adoption



Oregon State Board of Education

August 19, 2020 Annual Retreat

AGENDA ITEM: 5. Equity Update

<p>SUBJECT: Equity Leadership Network STAFF NAME & OFFICE: Carmen Urbina, Director’s Office</p> <p>This POP will establish the Anti-Racist Leadership Initiative, which will support a cohort of ESD based Equity Leadership Specialists who will be trained by ODE to support intersectional and anti-racist culture and policy change at the district level. This program will utilize an evidence-based framework designed to dismantle racism in Oregon’s schools and districts through enduring institutional change.</p>	<p><input type="checkbox"/> Informational Presentation</p> <p><input checked="" type="checkbox"/> Written Report</p>
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BACKGROUND

The COVID-19 pandemic and subsequent civil unrest following the murder of George Floyd have shone a spotlight on the longstanding, systemic inequities inherent in our education system. As districts across our state begin to grapple with the immediacy and enormity of the racial challenges facing their schools, they have increasingly turned to ODE for leadership and support to address these issues. Community Based Organizations are similarly reaching out to ODE to request support. ODE’s current Office of Diversity, Equity and Inclusion and Educator Advancement Council staff do not have the capacity to provide technical assistance and support directly to school districts or coordinate with community based organizations doing this work.

This POP was prepared by ODE staff after repeated requests for support from a wide range of community based organizations and districts across the state.

SUMMARY OF PREVIOUS BOARD ACTION

This is a new proposal that has not been before the board before.

POLICY ISSUE

This POP proposes a new program to enhance the existing supports offered by the Department of Education’s Office of Equity, Diversity and Inclusion and the Educator Advancement Council. The **Anti-Racist Leadership Initiative** would allow ODE to provide technical assistance, training and support to 10 pilot educational service districts (ESDs) located within each of the 10 RENs across Oregon in order to enhance their skills, ability and knowledge to implement equity, diversity and inclusion work with an anti-racist lens.

The project would create a cohort of equity and anti-racism focused specialists who will act as community based leaders to disseminate best practices throughout their service area. Those best practices will be aligned with an evidence based implementation science framework proposed by ODE. The Equity Leadership Framework is based on the work of the Center for Substance Abuse Prevention, a center within the federal Health and Human Services Agency. Research indicates that when all six strategies within this framework are utilized communities reap strong, lasting change. The strategies are:

Oregon State Board of Education

August 19, 2020 Annual Retreat

AGENDA ITEM: 5. Equity Update

1. Building An Anti-Racist Narrative

This strategy provides awareness and knowledge of the nature of systemic oppression. Strategies could include creating school building signage stating educational, emotional, safety and belonging of each student and their families or providing a mandatory yearly training to all staff members on explicit and implicit bias (along with all trainings on child abuse, neglect, and OSHA safety).

2. Education

This strategy involves two-way communication with stakeholder groups such as teachers, administrators and school board members. Activities that could be implemented as part of this strategy include, developing and promoting a cadre of teacher trainers who can provide anti-racist teacher trainings, to help professionals become stronger practitioners of cultural competency as well as trained identifiers and interrupters of bias, practitioners of educational equity throughout Oregon.

3. Environmental Strategies

This strategy establishes or changes written and unwritten community standards, policies, codes and attitudes, thereby influencing incidence and prevalence of racism and discrimination. This strategy includes both legal and regulatory initiatives as well as service oriented initiatives. For example, creating transparent policies, procedures and strategies among school districts that counter institutional practices of bias and racism, or creating a school district wide mission, vision and values statements that honors diversity and educational equity for every student.

4. Community Based Process

This strategy aims to develop active, bi-directional community involvement in anti-racist practices and policies within districts and schools. This could include forming coalitions, work groups, or community action teams to proactively engage community stakeholders in the decision making process at all levels.

5. Problem Identification and Referral

This strategy focuses on the identification and remediation of racist and discriminatory acts and policies. Examples of activities could include requiring the annual review of disaggregated disciplinary and academic outcome data for disproportionality by race and provide action plans to address any issues identified.

6. Alternative Activities

This strategy proactively provides constructive alternatives to current practices that are discriminatory. Activities could include sample policies and procedures, sample community engagement structures, culturally responsive and anti-racist lessons and activities. Additionally this strategy includes the facilitation of sharing best practices identified across the state by the cohort of Equity Leadership Specialists.

Oregon State Board of Education

August 19, 2020 Annual Retreat

AGENDA ITEM: 5. Equity Update

The Equity Leadership Specialists will be trained to provide technical assistance, training and support across all 6 areas of the implementation framework.

EQUITY IMPACT

This pilot Equity Leadership Network will allow ODE to create a foundation for change while testing innovative ideas across the state. If this POP is not funded, it will be much more challenging for ODE to support school districts and community based organizations to create the types of culture, policy, and practice changes necessary to dismantle racism in schools. A network of local leaders housed in ESDs and working together as a cohort is essential for the future development of a statewide program in every school district.

ODE considered providing direct support to school districts through additional staff within the Office of Equity Diversity and Inclusion. However, lasting, anti-racist institutional change requires staff to be embedded within the communities they support. Therefore it is most efficient and effective for ODE to provide the leadership and training for a cohort of ESD based specialists.

FISCAL ANALYSIS

\$2.5 million in EAC funds will be utilized to create 10 ESD-based positions in each of the 10 Educator Advancement Council (EAC) Regional Education Networks (RENs) (1,500,000). The remaining funds will be allocated for additional costs of program administration including instructional, professional and technical services, in-state travel, supplies and materials, technology as well as other incidental costs.

Bilingual and Dual Language Education in Oregon

August 19, 2020

Prepared for: Oregon State Board
of Education

Bilingual and dual language education provides all students with important benefits

- **Cognitive benefits:** Bilingual individuals consistently outperform people who are monolingual on tasks involving executive control.¹
- **Academic benefits:** One of the most rigorous studies of dual immersion programs to date was conducted in Oregon, using data from Portland Public Schools. This study found a significant positive effect in reading and a higher rate of reclassification for English learner students.²
- **Social and cultural benefits:** Maintaining fluency in one's home language(s) supports positive identity development for culturally and linguistically diverse students, as well as generational communication.
- **Economic benefits:** Employers value and need candidates and employees who are bilingual and bicultural.

Internationally, multilingual education is the norm in many countries. In Europe, study of a foreign language typically begins between ages six and nine, a median of 92 percent of students are learning a language in school, and more than 20 countries require studying a second foreign language for at least one year.³

There are at least 137 schools with bilingual/dual language programs in Oregon

- **Languages:** Bilingual programs are offered in six languages (Chinese, French, Japanese, Russian, Spanish, and Vietnamese), with Spanish language programs being the most prevalent.
- **Program models:** Bilingual programs in Oregon are not all the same. They include two-way, dual immersion programs that aim to develop biliteracy among English speakers and English learners, early and late exit transitional bilingual programs for English

¹ Bialystok, E. (2011). Reshaping the mind: The benefits of bilingualism. *Canadian Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale*, 65(4), 229–235. <https://doi.org/10.1037/a0025406>

² Steele et al (2017). https://www.rand.org/pubs/research_briefs/RB9903.html

³ Pew Research Center. (2018). Retrieved from <https://www.pewresearch.org/fact-tank/2018/08/06/most-european-students-are-learning-a-foreign-language-in-school-while-americans-lag/>

learners that use the home language as a bridge to English, and heritage language programs.

- **Grades served:** Bilingual/dual immersion programs exist across K-12 in Oregon, but most programs are at the elementary level.
- **Statewide access:** The precise number of Oregon students served in bilingual/dual immersion programs is unknown, as this is not currently tracked in the state data system. Across the state, 90,336 students attended a school with a bilingual program or two-way immersion program in 2018-19, which represents 15.7 percent of all students in Oregon. However, many of these programs are strands within a school, and do not serve all students or grade levels. Statewide, bilingual and dual immersion programs are largely concentrated in Clackamas, Lane, Marion, Multnomah, and Washington counties.⁴
- **Emergent bilingual students/English learners:** Among students served in English learner programs, 5,945 (11%) were in a two-way immersion program and 3,044 (6%) were in bilingual program in 2018/19.⁵

Growing numbers of Oregon students are earning a Seal of Biliteracy

- The number of students earning this distinction has steadily increased since 2015, when it was first established in Oregon.
- 49 Oregon districts currently offer the Seal of Biliteracy. In the 2018/19 school year, 2,727 earned the seal in one of 22 partner languages.⁶

The precise number of bilingual educators in Oregon is unknown

- There is not a consistent measure of educator language proficiency or bilingualism at the state or district levels, which means the exact number of bilingual educators is unknown.
 - The number of Oregon teachers with a bilingual ESOL endorsement peaked at 643 in 2014-15.⁷
 - According to the 2019 Oregon Educator Equity Report, there were 3,530 ethnically diverse teachers employed (11.2% of the workforce).⁸

⁴ Data provided by Josh Rew, psychometrician, Oregon Department of Education. Note that this count only includes schools that serve students who are in English learner programs. Any bilingual or dual immersion programs at schools without current English learner students are unknown.

⁵ <https://www.oregon.gov/ode/reports-and-data/LegReports/Documents/Oregon%20English%20Learners%20Report%202018-19%20Final.pdf>

⁶ In addition to these 49 districts, Chemeketa Community College, George Fox University, and one charter school offered the Seal of Biliteracy in 2018/19. Data provided by Taffy Carlisle, Education Specialist, Oregon Department of Education.

⁷ Data provided by Brian Reeder, Assistant Superintendent, Oregon Department of Education.

⁸ Retrieved from <https://www.oregon.gov/eac/Documents/2019%20Educator%20Equity%20Report.pdf> The 2019 Oregon Educator Equity Report defines linguistically diverse as “data exclusively focused on individuals for whom

- There is no required state endorsement to teach in a bilingual program. Teachers in dual language programs may or may not have had specialized training to teach in these settings.
- Oregon has [Bilingual](#) and [Dual Language](#) Specializations to indicate “exceptional knowledge, skills and related abilities in a specialized area.”⁹ Oregon universities receive performance-based funding for each teacher candidate graduating with a dual immersion specialization.

Districts and university partnerships support the development of bilingual educators through grow-your-own programs

- Many districts and universities have partnered to increase the number of bilingual teachers through grow-your-own programs. These programs may focus on encouraging bilingual high school students to pursue a career in education, and/or provide opportunities for bilingual instructional assistants/paraprofessionals to complete a teacher education program.
- Some of these programs offer tuition and funding support, but this varies. The Office of English Language Acquisition National Professional Development grants and National Science Foundation grants have been key federal sources of multi-year support for many programs in Oregon.
- Current district-university partnership programs for bilingual educators in Oregon include:
 - Portland State University’s Bilingual Teacher Pathway program, which has existed since 1998
 - Oregon State University’s clinically-based Masters in Teaching program also known as the Dual Language Residency program, a training program for Portland Public Schools’ dual immersion programs
 - Pacific University’s community-college based bachelor of education program at the Woodburn campus for bilingual educators
 - Eastern Oregon University’s Oregon Teacher Pathway, which focused on developing more culturally and linguistically responsive educators
 - Western Oregon University’s Bilingual Teacher Scholar’s Program, which trains students who would like to become Spanish-English bilingual teachers.

their first language is not English,” but does not disaggregate linguistically diverse teachers from ethnically diverse teachers.

⁹ Oregon Licensure for Teachers kit, retrieved from <https://www.oregoned.org/member-resources/professional-learning/licensure-evaluation>.

State and district policies impacting the expansion of bilingual programs

- **State-level content standards, credit policies, and diploma requirements**
 - An Oregon diploma requires 4 years of English to fulfill the language arts requirement. A more linguistically inclusive approach would provide options for students to demonstrate language arts in multiple languages.
 - Oregon does not have state standards for dual language instruction. Utah and New Mexico may serve as examples of statewide, systems-level approaches to fostering bilingualism.
- **Instructional requirements**
 - Current Oregon law ([ORS 336.074 Teaching in English Required](#)) states “instruction in all subjects in public, private, and parochial schools be conducted primarily in English,” with exceptions for 1) instruction in foreign languages, and 2) bilingual instruction to English learners to “make an early and effective transition to English.” In essence, this describes a transitional bilingual program model, in which the home language is a scaffold for learning English, with no goal of maintaining and/or developing proficiency in more than one language.
- **Support for dual language programs**
 - [Oregon’s two way dual language grants](#) are not currently being awarded, but districts report these were very helpful for expanding dual language instruction in the past
 - Funding for the Logramos assessments

Areas of need and opportunity to expand bilingual education statewide

1. **Build on and expand current efforts**
 - The Dual Language Inter-district Cadre resulted from the collaboration of ODE DLI grant participants and DL program leaders from around Oregon around 2016. Starting as a grassroots effort the group has grown to over 12 districts collaborating around research, best practices, curriculum and problems of practice. Education Northwest currently convenes and facilitates the Cadre.
2. **Establish a statewide framework and standards for dual language programs**
 - The Center for Applied Linguistics [Guiding Principles for Dual Language Education](#) is one example, and currently being adapted by the Dual Language Inter-District Cadre.
3. **Revise and update the Oregon English Learners Strategic Plan**
4. **Improve data collection practices**
 - Develop and implement a statewide metric for bilingualism to measure the current capacity and needs among educators to teach multilingually.

- Complete a statewide audit of bilingual and dual immersion programs to accurately identify the number of schools and students participating in these programs.
5. **Support expansion of bilingual/dual language programs through secondary grades**
 - Provide teacher training for teaching content multilingually. Pacific University's ELSTEM model is one example.
 - Adopt linguistically inclusive credit policies that support students to earn credit in subjects such as language arts and social studies in multilingual settings, and award transfer credit for schooling completed outside the United States.
 6. **Strengthen partnerships with Guatemala and Mexico to expand access to multilingual resources**
 7. **Provide statewide support for translation of all state-mandated curricula**
 8. **Provide a model policy and/or guidelines for equitable compensation for bilingual staff, both classified and certified**

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