

READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020–21

**VERSION 7.5.2
May 28, 2021**



**OREGON
DEPARTMENT OF
EDUCATION**

Oregon achieves . . . together!

**Oregon
Health
Authority**



Release Notes

Summary of changes to recent versions of *Ready Schools, Safe Learners*

Version 7.5.2 includes the newest changes in *green italics*. The release notes are updated to show the changes in this iteration. The use of italics and a different color is for meeting accessibility requirements and does not signal any specific emphasis or importance.






Section	Summary of Change or Addition
Overview	Additional clarity on authority, applicability and enforcement of guidance.
0	Clarified recommendations for changes in learning model based on changes in metrics.
1c, 2j	Updated definition of outside space to align with OHA's definition.
1h, 2g, 2h	Updated to align with OHA's updated guidance on face coverings.
2a	Clarified that section does not apply to summer programs.
5f	Clarified physical distancing for indoor activities. Physical Education and Libraries guidance updated.





New COVID-19 variants and prevention in schools

In the new guidance released by the CDC on March 19, 2021, they named that [multiple SARS-CoV-2 variants are circulating globally](#). These include several variants that have been detected in the United States. Some of these variants seem to spread more easily and quickly than other variants, which could lead to more cases of COVID-19. Rigorous implementation of prevention strategies is essential to control the spread of [variants](#) of SARS-CoV-2.

OHA, like the CDC, works in collaboration with other public health agencies to monitor the situation closely assessing emerging variants quickly to understand their potential impacts and how to minimize their spread. As more information becomes available, prevention strategies and school guidance may need to be adjusted to new evidence on risk of transmission and effectiveness of prevention in variants that are circulating in the community.

Table of Contents

READY SCHOOLS, SAFE LEARNERS		
Overview • Operational Blueprint for Reentry		
	0. Returning to In-Person Instruction	0a. Returning to In-Person Instruction 0b. Metrics for Returning to In-Person Instruction Through the On-site or Hybrid Model
	1. Public Health Protocols	1a. Communicable Disease Management Plan for COVID-19 1b. High-Risk Populations 1c. Physical Distancing 1d. Cohorting 1e. Public Health Communication and Training 1f. Entry and Screening 1g. Visitors/Volunteers 1h. Face Coverings, Face Shields, and Clear Plastic Barriers 1i. Isolation and Quarantine
	2. Facilities and School Operations	2a. Enrollment 2b. Attendance 2c. Technology 2d. School Specific Functions/Facility Features 2e. Arrival and Dismissal 2f. Classrooms/Repurposed Learning Spaces 2g. Playgrounds, Fields, Recess, Breaks, and Restrooms 2h. Meal Service/Nutrition 2i. Transportation 2j. Cleaning, Disinfection, and Ventilation 2k. Health Services 2l. Boarding Schools and Residential Programs Only 2m. School Emergency Procedures and Drills 2n. Supporting Students who are Dysregulated, Escalated, and/or Exhibiting Self-Regulatory Challenges 2o. Protective Physical Intervention
	3. Response to Outbreak	3a. Prevention and Planning 3b. Response 3c. Recovery and Reentry
	4. Equity	4a. Principles in Action 4b. Decision Making that Centers Equity

	5. Instruction	5a. Instructional Time 5b. Instructional Models 5c. Learning Day, Instructional Schedule, and Academic Calendar 5d. Instructional Considerations 5e. Safeguarding Student Opportunity Clause 5f. Instructional and Extra Curricular Activities Requiring Additional Considerations 5g. Graduation 2020-21 and Post Secondary Planning
	6. Family, Community, Engagement	6a. Partnership in Planning 6b. Communication 6c. Before and After School Programs
	7. Mental, Social, and Emotional Health	7a. Planning 7b. Resources and Strategies
	8. Staffing and Personnel	8a. Supports 8b. Public Health Training 8c. Professional Learning
Glossary		
Appendix		



Overview

Authority and Effective Dates

The Oregon Department of Education (ODE), in coordination with the Oregon Health Authority (OHA), is updating the Ready Schools, Safe Learners guidance for the 2020-21 School Year in accordance with Governor Brown's [Executive Order 21-06](#) and [Governor Brown's March 5, 2021 decision](#) to "return to the learning environment we know serves [students] best: in-person instruction." The Ready Schools, Safe Learners guidance became effective on July 1, 2020 and will remain in effect until it is rescinded. This guidance updates and replaces prior guidance.

Authority:

[Executive Order 21-06](#) on March 12, 2021

Applicability: *Except where it requires compliance and is labeled as “Required” and often indicated with a checkbox (☐), the Ready Schools, Safe Learners guidance is advisory and intended to provide school districts with information and best practices in delivering education services during the COVID-19 pandemic.*

Enforcement: *This guidance contains both requirements and recommendations. To the extent this guidance requires compliance with certain provisions, it is enforceable as specified in Executive Order 21-06, paragraphs 2, 4a, and 4b.*

This guidance is developed jointly by ODE and OHA and is informed by U.S. Department of Education and CDC guidance along with information from many other sources. Guidance in Ready Schools, Safe Learners and any connected documents is what schools must follow where or if there are contradictions with other sources, including the CDC.

Decisions about when or how schools need to respond to an outbreak of COVID-19 involve collaboration across multiple jurisdictions and in alignment with the guidance in the [Planning for COVID-19 Scenarios in Schools Toolkit](#). If part or an entire school needs to close to in-person instruction and transition from On-Site or Hybrid Instructional models to Comprehensive Distance Learning models as a matter of public health, or return from Comprehensive Distance Learning Models to Hybrid or On-Site models, it is also important that educators, students, families, and the general public have a clear understanding of how decisions are made and who makes those decisions.

When determining if part or an entire school needs to close, schools should work in a collaborative manner with Local Public Health Authorities (LPHAs). LPHAs are vital partners to advise and consult on health and safety in schools with school officials but in general decisions of public health at the local level reside with school and district officials. There can be exceptions within local law and any additional authorities should be clarified at the local level.

Additionally, the authority of an educational governing body or school employee to close a school facility and shift to distance learning may vary depending on what governance structure is in place and the type of school. This guidance covers the most common governance structures:

School districts: School district boards have the authority to close district facilities and transition to distance learning. Boards have generally delegated to the Superintendent of the school district the ability to make this decision.

Education service districts: Education service district boards have the authority to close education service district facilities and transition to distance learning. Boards have generally delegated to the Superintendent of the education service district the ability to make this decision. If a facility is utilized by students from component school districts the ESD should also collaborate with those component school districts about how to continue to serve students.

Public charter schools: Public charter school boards have the authority to close a charter school facility and transition to distance learning. Boards have generally delegated to the Director of the charter

school the ability to make this decision. However, such a decision should also be made consistently with the charter of the school which may require additional steps such as notice to the school's sponsor. Additionally, a sponsor of a public charter school may terminate the charter agreement of a school and close the school if the school is endangering the health and safety of students.

Oregon School for the Deaf: The Director of the Oregon Department of Education has the authority to close the Oregon School for the Deaf and transition students to distance learning.

Private schools: The authority to close a private school and transition to distance learning varies depending on the governance structure of the school.

If a Local Public Health Authority has concerns about public health in a given school within the operation of this guidance or in response to an outbreak and the school or district disagree, these concerns may be elevated to the State Public Health Director or the Director of the Oregon Department of Education.

The State Public Health Director at the Oregon Health Authority has broad authority to close a facility that presents a public health risk.

The Director of ODE also has authority to close a school facility within existing state laws and within the scope of Executive Order 20-29. ODE also has the authority to address any complaints raised regarding practices that do not confirm with the requirements in this guidance and take other actions. These actions include referring complaints to the Oregon Occupational Safety and Health Agency (OSHA) and the potential to withhold State School Fund (SSF) payments if needed and as a means of last resort.

ODE and OHA have updated common statewide [protocols for a variety of scenarios](#), in collaboration with LPHAs, schools, and districts, to improve coordination and shared understanding of how to respond to cases and outbreaks of COVID-19.

Oregon OSHA also enforces workplace safety rules and statutes. Oregon OSHA will address employee and other inquiries and complaints, and provide advice to employers related to any potential violation of existing Oregon OSHA rules or directives issued by Gov. Kate Brown if they involve potential workplace exposure. If you believe a school is not in compliance with the RSSL guidance you can file a named or confidential complaint with Oregon OSHA at 1-833-604-0884 [or online](#).

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

Nothing in the Ready Schools, Safe Learners guidance is intended to provide legal advice. ODE encourages districts to consult with their own legal counsel and to consider other state and federal guidance and laws when implementing any recommendations of the Ready Schools, Safe Learners guidance.

Inclusive Guidance

This guidance applies to public school settings that include schools within a school district, education service district, or public charter, as defined by ORS 330.003(3), ORS 330.005(2), ORS 334.003(2), and ORS 338.005(2). Public schools also include Juvenile Detention Education Programs (JDEP) and Youth Correction Education Programs (YCEP), as defined by ORS 326.695; the Oregon School for the Deaf, as defined by ORS 346.010; and Long Term Care and Treatment Programs (LTCT), as defined by ORS 343.961. This guidance also applies to private schools which include private or parochial schools providing courses of study usually taught in kindergarten through grade 12 in the public schools and in attendance for a period equivalent to that required of children attending public schools, as defined in ORS 339.030(1)(a).

This guidance also applies to private schools which include private or parochial schools that have applied, will apply, or have previously been approved to provide special education services to children experiencing disabilities referred by a public agency for any length of time, as defined by OAR 581-015-260.

For ease of readability in this guidance, the term “district” refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, alternative education programs, private schools, and the Oregon School for the Deaf. The term “school” refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, the Oregon School for the Deaf, Juvenile Detention Education Programs (JDEP), Youth Correction Education Programs (YCEP) and Long Term Care and Treatment Programs (LTCT), Pediatric Nursing Facilities, and Community Transition Programs for 18-21 year old students. Where these programs are co-located with, or otherwise share the same space as, a K-12 school setting, program staff can choose to utilize the Operational Blueprint developed by that school or to create their own. School leaders must ensure that every Oregon student’s health and safety is prioritized through an Operational Blueprint that identifies how requirements in this guidance will be met for their educational setting.

District sponsored programs include private schools providing special education services at the referral and placement by a public school or the district.

It is the responsibility of the district to ensure that all district sponsored programs utilize an Operational Blueprint, including those situated in settings other than K-12 schools.

Note: Private schools approved to provide services to children experiencing disabilities on behalf of public agencies must comply with all sections and supplements to this guidance and all otherwise applicable state and federal law. Private schools not fitting this description must comply with sections 0-3 of this guidance.

Maintaining Health and Safety

The **Ready Schools, Safe Learners** guidance focuses on health and safety requirements with provisions for flexibility that honor and recognize the uniqueness of communities across Oregon, to support schools in designing plans to meet community-specific needs and strengths. As schools plan, it is important to remember:

- “You don’t make the timeline. The virus makes the timeline.” – Dr. Anthony Fauci.
- Our state will be living with the virus until there is widespread immunity, which is many months off.
- The best tools to protect individuals *who are not able to be vaccinated* are physical distancing, face coverings, and hygiene.
- Every health restriction lifted increases opportunity for transmission and will increase cases.

As districts plan and implement the requirements included in this guidance, personnel should attempt to implement the requirements as written and will necessarily need to consider a continuum of levels of risk when some requirements cannot be fully accommodated. For example, maintaining physical distance between people is one of the most preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation. When it is necessary to adjust implementation of this guidance, take other steps to mitigate the challenge. Steps could include ensuring it is for a very short duration, ensuring handwashing before and after, avoiding touching your face, wearing additional PPE, teaching safe etiquette for coughing and sneezing, and/or using a facial covering.

Commitment to Equity

The Oregon Department of Education is committed to promoting educational systems that support every child’s identity, health and wellbeing, beauty, and strengths. Students, families, and communities feel the impact of school closures and loss of access to normally relied-upon resources. As such, equity must not be a standalone consideration and should inform every decision. Much of this document is technical in nature; however, every decision has the potential to disproportionately impact those whom existing systems most marginalize and historically underserved communities by exacerbating existing conditions of inequity. Although equity considerations, key principles, and recommended actions are addressed in Equity Considerations (see section 4), an equity-informed, anti-racist, and anti-oppressive lens weaves throughout the guidance and through all the sections.

Guiding Principles

ODE remains committed to the guiding principles introduced in spring 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **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 support the 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 feel safe, seen, and valued. 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.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. 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.

Complete Set of Guidance and Support

ODE's guidance for Ready Schools, Safe Learners includes the guidance and tools provided in documents titled [Comprehensive Distance Learning](#), [Ensuring Equity and Access: Aligning Federal and State Requirements](#), and [Planning for COVID-19 Scenarios in Schools](#). The documents - and the contents, tools, and links within them - work and refer to each other and are intended to be considered as whole.



Operational Blueprint for Reentry

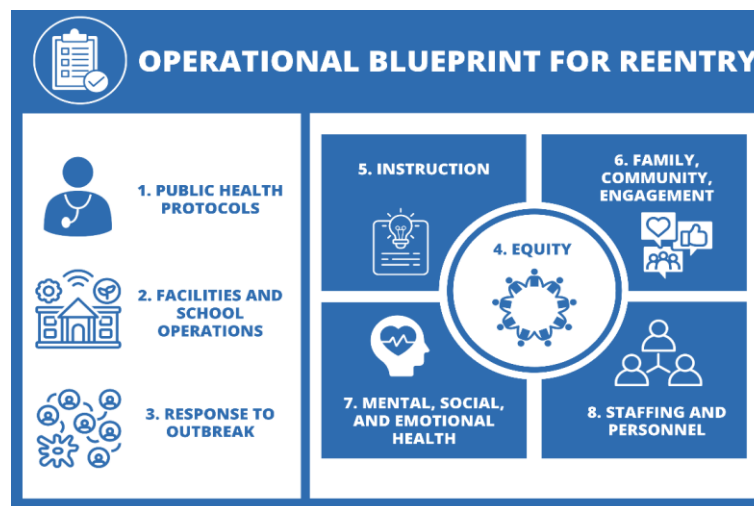


Figure 1: Operational Blueprint for Reentry

[PDF version](#) of Figure 1

Introduction to the Operational Blueprint for Reentry

Every school in Oregon is unique in its physical structure, its culture, and in the varied communities it serves.¹ A single statewide plan will not serve all districts or schools; however, every school must demonstrate to their community that it can operate in a manner that will assure that protocols are in place to keep students, staff, and families safe. For the 2020-21 school year, each school will develop an *Operational Blueprint for Reentry* that is tailored to the local context and informed by the local context.

Critical Steps for Completing the Operational Blueprint for Reentry:

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 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. The Operational Blueprint template is updated with this release to be more fully accessible. It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model.

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. As soon as is practical and no later than February 1, 2021, it is required that this planning team also include one employee member selected by each local bargaining unit representing employees² at the school.³

Plan Development

4. Work with the planning team to complete, *or update*, 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 6, including Tribal Consultation) to complete the [Operational Blueprint for Reentry](#).
6. Submit the *Operational Blueprint for Reentry* to your local school board.

Public Health Review

7. Submit the *Operational Blueprint for Reentry* to your [Local Public Health Authority](#).

¹ ODE recognizes the importance of local context and the need for a differentiated approach. Oregon's smallest districts, those at or below 50 ADMw, will be allowed to put forward plans in consortia or get technical assistance through ESDs in blueprint writing or submission.

² Employees is broadly defined and includes custodial, nutrition, facilities, and other workers.

³ School nurses are also an effective and important resource. Schools or districts without school nurses are encouraged to contact the Oregon School Nurses Association for support.

- 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 school to mitigate impacts from COVID-19.

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.

As schools will be partnering with LPHAs on an ongoing basis, once they receive an initial letter from the LPHA confirming receipt and have ensured posting of the Operational Blueprint to their website and submission to their local board and ODE, they can operate within the plan they've set forth. Partnership with LPHAs is a critical component of operating in On-Site or Hybrid Instructional Models. Always strive to work with your LPHA when considering a return to in-person instruction. Given that LPHA capacity in some areas may not allow for immediate attestation of receipt of blueprint (step 8 above); when a school changes Instructional Model they should submit their revised blueprint to the LPHA and ODE and attest to meeting the health and safety protocols. Schools do not need to wait to receive a response from the LPHA to begin operations in the new Instructional Model, but must respond to LPHA input when it is received.

Charter Schools. Public charter schools must make their *Operational Blueprint for Reentry* available to the community on the school's website and the sponsoring district's website, the plan must be submitted to the LPHA, the school's board, the sponsoring district, and [ODE](#).

Private Schools. Private schools must make their Operational Blueprint for Reentry available to the community on the school's website, submit a copy to the LPHA, their governance structure (board, owner/operator, director, or equivalent), and to [ODE](#).



A thumbnail of the *Operational Blueprint for Reentry* template is shown to the left. The **most current** template is [available on the ODE website](#).



0. Returning to In-Person Instruction

0a. Returning to In-Person Instruction

Returning to in-person instruction is one of Oregon’s highest priorities. This priority goes hand-in-hand with supporting the health and safety of our students, staff and the families they return to each day. Schools not only provide the education that Oregon’s children need to succeed, but schools also provide for social-emotional growth and support, nutritious meals, and access to medical care.

We have been living with COVID-19 for approximately one year in Oregon and it will be with us for a long time to come. Vaccinations have begun being administered in Oregon, including vaccinations for the educator workforce. We have also learned a lot about how to reduce the spread of the illness in structured and regulated environments like schools. Through a measured and thoughtful approach, we can prioritize a quality education for Oregon’s children.

Oregon’s experience with the COVID-19 global pandemic is dynamic and we must continually adjust or add to our tactics to address changes in our circumstances. This includes integrating new knowledge about how the disease spreads; information regarding the effectiveness of safety protocols; impact of new virus variants on transmissibility and disease severity in people of various ages and risk levels; as well as the impact of community vaccination rates.

Governor Brown’s [Executive Order 21-06](#) and March 5, 2021 decision to “...return to the learning environment we know serves [students] best: in-person instruction” alters the metrics chart in section 0b and provides direct guidance for the operation of public schools.

Required

- ☐ Not later than the week of March 29, 2021 all public elementary schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green and yellow rows in the chart in Section 0b).
 - A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 5, 2021 and is using the week of March 29, 2021 to train staff for a return to in-person instruction.
 - A general allowance will be provided if the school has a published calendar that shows they are not in session the week of March 29, 2021 and has communicated a plan to families and staff with a start date on or before the week of April 12, 2021 and is using the week of April 5, 2021 to train staff for a return to in-person instruction.
 - A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health authority or the Oregon Health Authority to move to Comprehensive Distance Learning to address active transmission within a school.

- Any school not meeting this requirement will be reviewed and may result in loss of eligibility to receive state school funds or other enforcement as prescribed by Governor Brown's [Executive Order 21-06](#).
- ☐ Not later than the week of April 19, 2021 all public middle and high schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green row in the chart in Section 0b).
- A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 26, 2021 and is using the week of April 19, 2021 to train staff for a return to in-person instruction.
 - A general allowance will be provided if the school has a published calendar that shows they are not in session the week of April 19, 2021 and has communicated a plan to families and staff with a start date on or before the week of May 3, 2021 and is using the week of April 26, 2021 to train staff for a return to in-person instruction.
 - A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health authority or the Oregon Health Authority to move to Comprehensive Distance Learning to address active transmission within a school.
 - Any school not meeting this requirement will be reviewed and may result in loss of eligibility to receive state school funds or other enforcement as prescribed by Governor Brown's [Executive Order 21-06](#).
- ☐ The requirement to offer On-Site or Hybrid Instructional Models does not apply to virtual charter schools as defined in ORS 338.005 or a public school that has a permanent instructional model that is predominantly through online courses.
- ☐ Public schools may transition a portion or all of the school to Comprehensive Distance Learning when responding in partnership with a local public health authority or the Oregon Health Authority to control active transmission of COVID-19 in the school setting.
- ☐ If your public or private school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics; that is, an elementary school in a county that is not in the On-Site or Hybrid (green) row or the Elementary On-Site or Hybrid (yellow) row or a middle or high school in a county that is not in the On-Site or Hybrid (green) row (Section 0b); the school must offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID. This resource is available to all schools in Oregon. [See guidance from the Oregon Health Authority](#).
- Schools required to offer access to this program will have two-weeks to be registered, trained, and administering the program when, or if, metrics change in their county in a way that makes this program a requirement.
 - The metrics found in the 0b Section of RSSL are what determines if a school is required to offer the program.
 - The school testing program offers an additional risk-mitigation strategy that is relatively low-burden and can help offset impacts of operating when community spread is higher even if school transmission is low/absent and RSSL protocols are firmly in place. This requirement applies anytime a school is operating in an Instructional Model that is not aligned with the county metrics case data. This is true whether your school began operating in August/September, or took a pause, or opened on January 4, or is just opening for the first time.

- The testing program is for students in grades kindergarten and up and school staff. The program does not include early learning programs.
 - Registering for the testing program includes a self-attestation that the program will be offered. Please accept the responsibility to offer the program when you register.
- ☐ If your school is operating an On-Site or Hybrid Instructional Model, the school also must provide a distance learning option for students and families that choose to remain off-site. For schools and districts that are required to comply with all sections (0-8) and supplements to this guidance, the remote option must comply with the requirements of the Comprehensive Distance Learning Instructional Model. The school or district may determine the most beneficial way to staff this option, through partnership with other schools or ESDs or with staff who may be at more risk from COVID-19 or through other means.
- ☐ All public and private schools are required to keep their Operational Blueprint up-to-date on [ODE's website](#) and to submit weekly "[Status Reports](#)" that provide essential information regarding how many students are served in person in the implementation of this metrics framework.

Recommended

- ⇒ *When county trends cross the threshold of the next tier on the metrics chart, it is recommended to pause expansion of additional in-person learning and maintain access to current in-person learning for schools that have it in place.*
- ⇒ *Schools are not advised to reduce in-person instruction or revert to Comprehensive Distance Learning based on county metrics if the school can demonstrate the ability to limit transmission in the school environment.*
- ⇒ Applying an Equity-Based Decision Tool - When schools are considering transitioning between instructional models (i.e., On-Site, Hybrid, Comprehensive Distance Learning) through progression in the advisory metric chart (above), they should employ an [equity-based decision tool](#) to illustrate and address potential positive and negative impacts on students, families, and staff from all communities. A decision tool can inform a school around issues of equity in implementation, including: timing, costs (to schools and families), capacity, morale, professional learning needs and more. Importantly, as communities in Oregon are disproportionately impacted by COVID-19, a decision tool can ensure the school is making the best possible decision to serve each student. In this time, it is critical that schools maintain a strong relationship with those they serve.

Whenever individuals come together there is additional risk of spreading COVID-19. Oregon's [Ready Schools, Safe Learners](#) guidance can help reduce, but not eliminate, this risk. Oregon has experienced some COVID-19 cases in schools, but there is little evidence of transmission in school settings, mirroring experiences in other states with on-site instruction occurring with health and safety protocols in place. As more students and staff reenter schools we will continue to see cases. Schools should ensure strong entry screening measures are in place and make use of the [COVID-19 Exclusion Summary Guidance](#) and refer to the [Planning for COVID-19 Scenarios in Schools Toolkit](#) to address positive cases, symptomatic individuals, and exposure.

It is critical that we all adhere to the [key practices for reducing spread of COVID-19 in schools](#), to ensure that our schools can open with safe protocols and stability:

- Maintain physical distancing
- Use face coverings
- Use personal protective equipment when indicated
- Increase hand hygiene

- Serve students and staff in as small and as stable cohorts as possible
- [Be prepared to isolate and quarantine](#) at the first sign of illness or exposure
- Regularly clean and disinfect facilities in the environment
- Maximize airflow and ventilation

ODE and OHA are committed to re-examining these metrics as more information is learned about the introduction of COVID-19 to schools and transmission in school settings. The science and data supporting these metrics [are continually monitored](#). These metrics and RSSL guidance will continue to be updated, or affirmed, at least quarterly.

0b. Metrics for Returning to In-Person Instruction Through the On-Site or Hybrid Model

In accordance with Governor Brown's [Executive Order 21-06](#), the following table is required mandatory guidance for public schools, school districts, public charter schools, and education service districts. It is advisory for private schools.

Small Counties = Less than 15,000 Medium Counties = 15,000-29,999 Large Counties = 30,000 or more

Public School Instructional Model Requirements and Options	County Case Rate	County Case Count	County Test Positivity
<i>Public schools must provide a CDL option for students and families that choose to remain off-site.</i>	<i>Per 100,000 people over 14 days in large counties</i>	<i>Over 14 days for small and medium counties</i>	<i>Over 14 days for medium and large counties</i>
Public K-12 schools <i>must</i> offer an On-Site or Hybrid option	<200.0	<60	<10.0%
Public Elementary schools <i>must</i> offer an On-Site or Hybrid option *Public middle and high schools are not required to initially open to in-person instruction and may limit to <i>CDL only</i> as needed to address any current transmission within a school.	200.0 to ≤350.0	60 to ≤90	≤10.0%
Public schools <i>may</i> limit to Comprehensive Distance Learning (CDL) *K-12 public schools are not required to initially open to in-person instruction and may limit to <i>CDL exclusively</i> if needed to address any current transmission within a school.	>350.0	>90	>10.0%
<p><i>*Schools should <u>not</u> reduce in-person instruction or revert to CDL based on county metrics if the school can demonstrate the ability to limit transmission in the school environment. When county trends increase to a new tier on this chart (green-to-yellow or yellow-to-red), pausing expansion of additional in-person learning and maintaining access to current in-person learning for schools that have it in place is recommended.</i></p> <p>If schools have met the requirements and begun operating, and then metrics move to a more restrictive threshold (yellow or red), schools are not required to shift from operating with 3 feet of physical distance to 6 feet of physical distance.</p> <p>A Local Public Health Authority (LPHA), in partnership with the school and district leadership, may call for a shift in physical distancing requirements, including in response to an outbreak or transmission⁴ within the school.</p>			

Note: If the applicable metrics place a county in different rows of this table, the more restrictive operating status is indicated and advised. For example, if a large county has a case rate of 185 and test positivity of 15% - CDL is indicated and advised unless already operating in-person.

⁴ What constitutes transmission in a school is an LPHA decision. As a general guide to monitor limited introduction or spread an LPHA can look for at least three cases with likely in school transmission over the prior 4 weeks.



1. Public Health Protocols

Every Oregonian shares in the responsibility to help maintain public health. For on-site staff, this responsibility includes both maintaining their own health and the health of those they come in contact with. They must follow the guidance for their own health and as an example to others for the protection of all Oregonians. Self-discipline and awareness are needed to maintain these changes in our daily routines and behaviors. All staff need encouragement, support and clear guidelines to meet what is outlined in this document.

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 three 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 coverings, barriers and face shields.



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.

As a support tool, ODE has also [developed this brief guide](#) for reducing the spread of COVID-19.

1a. Communicable Disease Management Plan for COVID-19

FERPA allows schools to share personally identifiable information with local public health authorities without consent when needed to respond to a health emergency. Schools should work with their Local Public Health Authority ([LPHA](#)) to ensure they are able to effectively respond to and control outbreaks through sharing of information, even without parental consent, when appropriate. Consult with district legal counsel for more clarification. Your LPHA will attest to receiving the Operational Blueprint and reviewing sections 1-3 and will work with you to mitigate ongoing COVID-19 impacts.

Infection Control

Schools must implement measures to limit the spread of COVID-19 within the school setting, such as appropriate disinfectant/sanitizing procedures; screening, monitoring, and isolation/exclusion for illness

among symptomatic staff and students; use of face coverings; and limiting interactions between different groups of students (e.g., teachers moving between classrooms rather than students).

All districts and public charter schools must update their written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. OAR 581-022-2220 requires school districts to develop, update and maintain a Communicable Disease Management Plan. In addition, all district policies related to communicable diseases and student health and wellbeing should be reviewed and updated to assure alignment with new public health requirements.

Required

- ☐ Conduct a risk assessment as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(g\)](#).
 - OSHA has developed a [risk assessment template](#).
- ☐ Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building
- ☐ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the [Oregon School Nurses Association \(OSNA\) COVID-19 Toolkit](#).
 - Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744\(3\)\(h\)](#).
 - OSHA has developed a sample [infection control plan](#).
- ☐ Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with this guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
- ☐ Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
- ☐ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
- ☐ Process and procedures established to train all staff in sections 1 - 3 of this guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
- ☐ Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- ☐ Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
- ☐ Process to report to the LPHA any cluster of any illness among staff or students.
- ☐ Protocol to cooperate with the LPHA recommendations.
- ☐ Provide all logs and information to the LPHA in a timely manner.
- ☐ Protocol for screening students and staff for symptoms (see section 1f).
- ☐ Protocol to isolate any ill or exposed persons from physical contact with others.

- ☐ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e).
- ☐ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d), the daily log may be maintained for the cohort.
 - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- ☐ Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- ☐ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
 - See supplemental guidance on LPHA/school partnering on [contact tracing](#).
 - Refer to [OHA Policy on Sharing COVID-19 Information](#)
- ☐ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- ☐ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- ☐ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status](#) system.
- ☐ Protocol to respond to potential outbreaks (see section 3).

Recommended

- ⇒ Model, teach, and reinforce physical distancing and hygiene practices at the classroom, school, and district level until they become an expected and accepted way of being at school.
- ⇒ If a regular committee or group is meeting to support RSSL implementation, it is highly recommended that one employee member be selected by each local bargaining unit representing employees at the school to participate.

1b. High-Risk Populations

High-risk populations include people who have one or more of the following characteristics or conditions. This list was recently revised by CDC (January 4, 2021), to reflect updated data. The CDC now names people with disabilities and people with developmental disorders as a part of ["Other People Who Need Extra Precautions."](#)

People at increased risk include:

- Older adults
- Pregnant people

People of any age with certain underlying medical conditions are at increased risk for severe illness from COVID-19:

- Age 65 years or older
- Cancer
- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Down Syndrome
- Heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (body mass index [BMI] of 30 kg/m² or higher) but < 40 kg/m²
- Severe obesity (BMI ≥ 40 kg/m²)
- Sickle cell disease
- Smoking
- Type 2 diabetes mellitus

Required

- ☐ Serve students in high-risk population(s) whether learning is happening through On-Site (including outside), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.

Recommended

- ⇒ To the extent possible, students who are unable to participate in On-Site instructional models due to their high-risk status should be provided the opportunity to attend/interact with their peers. This would allow educators to support all students and synchronously integrate distance learning experiences into their on-site class. One possible solution districts may consider adding is 360 degree video cameras or video cameras on tripods in classrooms to allow student interaction and collaboration enabling the teacher's primary focus to be instruction. The student who is not able to attend school on-site, will be able to participate in class in a more robust manner listening, engaging in projects with peers, and connecting socially with friends. Utilize outdoor spaces, common areas, and other buildings in planning.
- ⇒ If a school is unable to provide blended classrooms for students, students unable to attend on-site will need to be provided with comprehensive distance learning.

Medically Fragile, Complex and Nursing-Dependent Student Requirements

- ☐ All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#)) defines three levels of severity related to required nursing services:
 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.

3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
- ☐ Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid](#).
 - ☐ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
 - Communicate with parents and health care providers to determine return to school status and current needs of the student.
 - Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
 - Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
 - The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the [Oregon School Nurses Association](#).
 - Service provision should consider health and safety as well as legal standards.
 - Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](#).
 - Work with an interdisciplinary team to meet requirements of ADA and FAPE.
 - High-risk individuals may meet criteria for exclusion during a local health crisis.
 - Refer to updated state and national guidance and resources such as:
 - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

Students must never be excluded from face-to-face instruction, disciplined for struggling to learn, and/or disciplined for struggling to adhere to new procedures for how school operates.

1c. Physical Distancing

Many students, like adults, love to embrace, give high-fives, fist bumps, and receive appropriate adult attention. When students falter in adhering to the new operating procedures, center grace and patience and reteach the expectation. Never implement consequences that deny access to instruction as a result of these challenges. Schools and teams should continually provide instruction and positive reinforcement to help all students adapt to the changes in school facilities while ensuring punitive measures are not the methodology for compliance to healthy practices.

[CDC guidance released on March 19, 2021](#) recommends maintaining 6

feet of distance between distinct cohorts where possible. Limit contact between distinct cohorts. In

areas of higher county case rates (yellow and red on the metrics chart in Section 0), schools that use less than 6 feet between students in classrooms, distinct cohorting is recommended, with at least 6 feet maintained between distinct cohorts.

Required

- ☐ Elementary Level: Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.
- ☐ Middle and High School Level when at a county case rate of <200 (green level on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.
 - If schools have met the requirements and begun operating, and then metrics move to a more restrictive threshold (yellow or red), schools are not required to shift from operating with 3 feet of physical distance to 6 feet of physical distance. A Local Public Health Authority (LPHA), in partnership with the school and district leadership, may call for a shift in physical distancing requirements, including in response to an outbreak or transmission⁵ within the school.
- ☐ Middle and High School Level when at a county case rate of ≥ 200 (yellow and red levels on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 6 feet between students to the maximum extent possible.
- ☐ All Levels: Support physical distancing in all daily activities and instruction, maintaining 6 feet between staff at all times and 6 feet between staff and students to the maximum extent possible.
- ☐ Consider physical distancing requirements when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require **use of all space** in the calculation. Additional space for entry, exit, and movement within classroom should be considered. This also applies for professional development and staff gatherings.
 - Within this design, consider minimum space for educators to have their own space in the learning environment and allow for the educator to move through the room efficiently and carefully while maintaining 6 feet of physical distance between the educator and the student to the maximum extent feasible.

Outside Learning Space Defined

“Outdoor” means any open-air space including any space which may have a temporary or fixed cover (e.g. awning or roof) and at least fifty percent of the square footage of its sides open for airflow such that open sides are not adjacent to each other.

- ☐ Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
- ☐ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).

⁵ What constitutes transmission in a school is an LPHA decision. As a general guide to monitor limited introduction or spread an LPHA can look for at least three cases with likely in school transmission over the prior 4 weeks.

- ☐ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- ☐ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

Recommended

- ⇒ Maintain 6 feet of physical distancing in common areas like gyms, auditoriums, lobbies, libraries, etc.
- ⇒ Maintain 6 feet of physical distancing between cohorts of any level (K-12).
- ⇒ Consider utilizing outdoor spaces, common areas, and other buildings in planning. ODE has provided supplemental guidance to support [Learning Outside](#). This guidance document has also been revised to support increasing learning opportunities outdoors.
- ⇒ In high schools, *middle schools*, or settings where students require individualized schedules or elective classes, physical distancing between students remains essential, and ways to reduce mixing among cohorts should be considered. Reinforce health and safety protocols. Daily activities and curriculum should support physical distancing.

1d. Cohorting

Note: The previous requirement that “during the school day, students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week” has been removed.

A key strategy in reducing the spread of disease is establishing stable cohort groups in schools. Students can be part of more than one stable cohort during the school day, but with each new cohort there is increased risk. Each cohort must have a system to ensure contact tracing can be completed; daily individual student or cohort logs are required; cohorts must be diverse groups of students that would typically be grouped in schools.

Stable Cohorts

Cohorting is a significant strategy to reduce COVID-19 spread. Cohorting refers to a consistent group of students that stays together for a significant portion of the school day.

Cohorts help manage risks in the potential spread of COVID-19. In particular, the size of the cohort matters for risk management. Student cohorting: (1) limits the number of exposed people when a COVID-19 case is identified in the school, (2) quickly identifies exposed individuals when a COVID-19 case is identified, (3) minimizes school-wide disruptions in student learning.

An exposure is defined as an individual who has close contact (less than 6 feet) for longer than 15 cumulative minutes in a day with a person who has COVID-19 case. If a student or staff member is diagnosed with COVID-19, then the LPHA should be consulted to review the situation. If a school cannot confirm that 6 feet of distancing was consistently maintained during the school day, then each person the confirmed case was in contact with will need to quarantine – this could include all members of a stable cohort. The clear documentation of the cohort members will allow for the LPHA to rapidly initiate [contact tracing](#). Note that 6 feet continues to be the threshold of close contact for exposure determination by public health, even for students for whom at least 3 feet of physical distance from other students is recommended as a preventive measure.

Student cohorting not only helps to quickly identify exposed people, it also minimizes disruptions to learning, because only the cohort members would be affected by the exposure. Maintaining small, stable cohorts can decrease the risk of closure to in-person instruction.

Students shall not be placed into full-time cohort groups based on any demographic or disability criteria (e.g., students with complex medical needs, students with IEPs, students receiving language services, etc.). Schools can create small groups within cohorts around skills and instructional needs. For example, a small instructional math group can be organized that is diverse by demographics, any disability criteria, speech/language services, or English language development.

Required

- ☐ Establish stable cohorts:
 - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
- ☐ Each school must have a system for daily logs to ensure contact tracing among the cohort(s) (see section 1a).
- ☐ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- ☐ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- ☐ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁶, and peers.
- ☐ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- ☐ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

Recommended

- ⇒ A smaller and distinct cohort size limit of 36 is recommended for public health and safety, and schools are strongly encouraged to create and maintain smaller cohorts when feasible.
- ⇒ When feasible, stable cohorts should remain in one classroom environment (or outdoor learning space) for the duration of the learning day, including lunch.
 - Teachers of specific academic content areas rotate instead of students to the maximum extent possible.
 - In secondary schools or settings where students require individualized schedules or elective classes, plan for ways to reduce mixing among cohorts.
- ⇒ Assign restrooms, outside learning spaces, classrooms, or other activity areas for the exclusive use of one or a small number of stable cohorts rather than the entire on-campus population.
- ⇒ When feasible, limit the number of students in the building (e.g., rotating cohorts, blended learning with established cleaning between stable cohorts) to maintain requirements for physical distancing (see section 1c).

⁶ Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

1e. Public Health Communication and Training

Required

- ☐ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.
- ☐ Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols ([see section 8b](#) for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.
- ☐ Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(d\) and \(e\)](#).
- ☐ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
 - The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
 - OSHA has developed a [model notification policy](#).
- ☐ Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
- ☐ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- ☐ Provide all information in languages and formats accessible to the school community.

1f. Entry and Screening

All schools should develop plans and procedures to ensure proper screening before students and staff enter school. Each school will need to evaluate their physical layout, doorways and options, and available staff to generate a comprehensive plan for effective screening. Any person exhibiting primary symptoms of COVID-19 shall not be admitted to campus. ODE has created this [Exclusion Summary Chart](#) to support compliance with these requirements.

Required

- ☐ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
 - Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
 - Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from CDC](#).
 - In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](#).
 - Emergency signs that require immediate medical attention:
 - Trouble breathing

- Persistent pain or pressure in the chest
- New confusion or inability to awaken
- Bluish lips or face (lighter skin); greyish lips or face (darker skin)
- Other severe symptoms
- ❑ Screen all elementary grade students for symptoms **on-site** every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Secondary students must also be screened every day. This can be done off-site, prior to coming to school.
- ❑ Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.⁷
 - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i) and sent home as soon as possible. [See table “Planning for COVID-19 Scenarios in Schools.”](#)
 - [Additional guidance](#) for nurses and health staff.
- ❑ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. [See “Planning for COVID-19 Scenarios in Schools”](#) and the [COVID-19 Exclusion Summary Guide](#).
- ❑ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. *See the [COVID-19 Exclusion Summary Guide](#).*
- ❑ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

Recommended

- ⇒ All staff who do screenings should receive implicit bias training.
- ⇒ Student screening should not consider appearance (i.e. clothing, hair), personality (shy, etc.), ability, cleanliness, etc.

1g. Visitors/Volunteers

Volunteers and visitors should be limited, to the greatest extent possible, from on-site activities. Staff members (for example - itinerant staff, substitute teachers, and other district staff who move between buildings, etc.), contracted service providers (for example - counseling services, maintenance, etc.), and partner providers (for example - student teachers, DHS Child Protective Services staff, etc.) are not considered visitors or volunteers.

Required

- ❑ Restrict non-essential visitors/volunteers.
 - Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.

⁷ Self-screening of adult staff members can be efficient but also problematic if not held to the highest of standards and building a culture where staff don't sign-in when they have symptoms that should have them staying or working from home.

- Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.
- ☐ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the [COVID-19 Exclusion Summary Guide](#).
- ☐ Visitors/volunteers must wash or sanitize their hands upon entry and exit.
- ☐ Visitors/volunteers must maintain 6 feet of physical distancing, wear face coverings, and adhere to all other provisions of this guidance.

Recommended

- ⇒ Consider video/telephone meetings for parent/caregiver/guardian-teacher conferences and other meetings.
- ⇒ Schools may be able to involve more volunteers and guest speakers using outside learning spaces.

1h. Face Coverings, Face Shields, and Clear Plastic Barriers

For the purposes of this guidance, please refer to the following [OHA definitions](#) and specifications.

Face coverings are required for all students in grades kindergarten and up, along with all staff. Certain accommodations for medical needs or disability are noted in the guidance below. Student or family refusal to wear appropriate face covering for a values-based reason then dictates that educational needs be met through Comprehensive Distance Learning. Staff refusal to wear appropriate face coverings should be addressed according to established school or district processes.

In October 2020 it was established that people without symptoms can spread the virus that causes COVID-19, and this is a significant contributor to person-to-person spread. Face coverings decrease the spread of COVID-19 as “source control” of a contagious person’s respiratory secretions. Use of face coverings does not change physical distancing requirements. In addition, [evidence](#) continues to suggest that airborne transmission plays a role in the spread of COVID-19, via exposure to small droplets and aerosols that contain the virus and can linger in the air for minutes to hours. This means the virus may be able to infect people who are farther than 6 feet away from the person who is infected, especially in enclosed indoor spaces, when people are shouting, singing or exercising, and when air ventilation is suboptimal. A face covering is NOT a substitute for physical distancing. Face coverings should still be worn in addition to maintaining physical distancing, especially when indoors around people who don’t live in your household.

ODE, OHA, schools, families and community organizations have important roles in preparing families and care takers to prepare younger children to wear face coverings safely and effectively. This includes instruction on how to properly wear a face covering, desensitization support (getting used to wearing face coverings), recommended materials for homemade face coverings, proper care and cleaning, and how to allow for individual “face covering breaks,” if needed, during the school day, on a very limited basis. A very limited basis is a brief break lasting no more than three to five minutes. An individual “face covering break” is intended for any single student for a very limited time to support student learning and is not formally tied to an accommodation. Any space created for a brief break should be distanced at more than 6 feet away from others. This kind of option is not required by RSSL but available at the

discretion of educator and school leader judgment and implementation. Lack of access to a face covering cannot be a barrier to instruction; each school has a responsibility to ensure that students have access to usable face coverings. Under ORS 339.155, school districts and public charter schools may not charge fees for the provision of face coverings to students. Brief breaks for individual students are best when outside or a planned break, and if offered in classrooms, the break should be specific and urgent.

A group of students or classroom, with supervision, are able to take an outdoor stationary group mask break when the following requirements are met:

1. Each student has a designated area marked by a hoola hoop, blanket, chalked circle, or other similar means.
2. Each designated area is at least six feet away from every other designated area.
3. Once all students are stationary in their designated area masks can be removed for the purpose of social, emotional and academic learning and exchange.
4. Yelling, singing, chanting, or other activities that would bring larger exhalations don't happen or have students properly wearing face coverings before taking place.

In general, face coverings are preferred over face shields, as they may provide better containment of small aerosols that can be produced while talking. Use of a face shield alone should only be done on a very limited basis, because wearing a face shield alone without a mask or face covering increases the potential for transmission of viruses to those in the same room as the individual without the mask or face covering.

Required

- ☐ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
- ☐ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers informed by [CDC guidelines for Face Coverings](#). Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible. *Fully vaccinated staff are not required to wear face coverings or physically distance inside school buildings when students are not present (such as before and after school or on weekends) only when vaccination status is checked by the school in a manner described by OHA in guidance.*
- ☐ Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative only when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
- ☐ Face coverings should be worn indoors.
- ☐ "Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
 - Provide space well away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute or less "sensory break;"
 - Students must not be left alone or unsupervised;
 - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;

- Provide additional instructional supports to effectively wear a face covering;
 - Provide students adequate support to re-engage in safely wearing a face covering;
 - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering.
- ☐ Face masks⁸ for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
- [Additional guidance](#) for nurses and health staff.

Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance

Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering during On-Site instruction must be provided access to instruction. Comprehensive Distance Learning can and should be provided when this decision is values-based. However, additional provisions do apply to students protected under ADA and IDEA.⁹

Please refer to the [Face Coverings and FAPE supplemental guidance](#) for additional information. ODE has developed even more detailed guidance focused on [Navigating Adaptation, Accommodation, or Modification for Student Face Covering Requirements](#).

Staff: Districts/schools should consult with legal counsel regarding ADA when considering restricting access for staff due to their inability to wear face coverings or face shields as required.

Students: Federal laws such as the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) protect student access to instruction. The following guidelines must be considered and employed to ensure access for students protected under ADA and IDEA.

Required

- ☐ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
- Offering different types of face coverings and face shields that may meet the needs of the student.
 - Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
 - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
 - Additional instructional supports to effectively wear a face covering.

⁸ Face masks refer to medical-grade face masks in this document. RNs and other healthcare providers should refer to OHA for updated information.

⁹ Additional resources for mask wearing: [COVID-19: Teaching a Child with Autism How to Wear a Mask or Face Covering](#), [Masks Toolkit](#), [Cloth Face Coverings for Children During COVID-19](#), [Oregon Pediatric Society "Mask Up Oregon Kids"](#)

- ☐ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.

No disability category universally prescribes whether a student will be able to wear a face covering. However, students eligible for certain disability categories are more likely to have difficulty wearing face coverings. These include: Autism Spectrum Disorder, Other Health Impairment, Emotional Behavior Disability, Orthopedic Impairment. Schools must consider the unique needs that arise from a student's disability in determining how to appropriately support their access to FAPE.

- ☐ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
 - If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 2. Not make placement determinations solely on the inability to wear a face covering.
 3. Include updates to accommodations and modifications to support students in plans.
 - For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- ☐ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

- ☐ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

Recommended

- ⇒ If face coverings are worn, they should be washed daily or a new covering worn daily.
- ⇒ Children not yet in grade Kindergarten or up should not wear a face covering:
 - If they have a medical condition that makes it difficult for them to breathe with a face covering;
 - If they experience a disability that prevents them from wearing a face covering;
 - If they are unable to remove the face covering independently; or
 - While sleeping.
- ⇒ Plexiglass barriers have limited utility for schools and are not practical for classroom use. Examples of where barriers could be used include the library check-out station, cafeteria check-out, or front office. Please note, face coverings need to be worn even when staff are behind plexiglass barriers. Recommendations for barriers in non-classroom settings are as follows:
 - Material: fixed, impermeable barrier
 - At least 3 feet wide and 4 feet tall, centered at the level of mouth/nose level (i.e. height will depend on whether people are to be seated or standing or both).

1i. Isolation and Quarantine

Definitions:

Isolation separates sick people with a contagious disease 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.

Required

- ☐ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.
- ☐ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the [COVID-19 Exclusion Summary Guide](#).
 - Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that 6 feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.
 - Consider required physical arrangements to reduce risk of disease transmission.
 - Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.

- [Additional guidance](#) for nurses and health staff for providing care to students with complex needs.
- ☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
 - School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.
 - After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
 - If able to do so safely, a symptomatic individual shall wear a face covering.
 - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- ☐ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- ☐ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in [“Planning for COVID-19 Scenarios in Schools.”](#)
- ☐ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- ☐ Record and monitor the students and staff being isolated or sent home for the LPHA review.
- ☐ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

Recommended

- ⇒ Schools should make information available about community based health supports and provide this information directly to families in the event a student displays possible COVID-19 symptoms.



2. Facilities and School Operations

The Facilities and School Operations section is designed to provide districts and schools with information to assure students and staff return to school safely. COVID-19 mitigation efforts require a significant shift in school operations.

School campuses may include many locations, and may not be traditional school facilities and buildings.

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for instructional and extra-curricular activities requiring additional considerations (see section 5f).

2a. Enrollment

(Note: Section 2a does not apply to private schools or summer programs.)

Enrollment processes support strong school operations and are needed for the financial allocations of the State School Fund. For the 2020-21 school year, the State Board of Education is taking action to suspend the “10-day drop,” with the expectation that a student will only be unenrolled when a school or district has received notice that they’ve been enrolled in another setting. This change of practice is being made to ensure continuity of service and lean into a culture of care across the state. By not allowing a student to be dropped for enrollment until another school notifies of their enrollment in another school, we significantly increase the role, responsibility, and trust in districts to keep reaching out and attending to students and families who might be experiencing challenges of access, health, or resources.

Required

- ☐ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.
- ☐ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
 - The ADM enrollment date for a student is the first day of the student’s actual attendance.
 - A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.
 - If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance.
 - Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.
- ☐ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
- ☐ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
- ☐ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.

- ☐ When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.
- ☐ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

Recommended

- ⇒ Set up systems to track the frequency and type of communication used to engage students and families, including beyond 10 consecutive absent days.

2b. Attendance

(Note: Section 2b does not apply to private schools.)

The ability to continue to monitor attendance, as a proxy for engagement, is arguably one of the most important ways schools can help ensure equitable access to student learning and account for student wellbeing during a pandemic across any instructional model. The primary rationale for documenting student engagement with high-quality attendance data is the relationship between student attendance and student achievement.

As a state education agency, rooted in ensuring civil rights protections and access to quality education, ODE recognizes a fundamental responsibility to gather and review any information that can assist in that core public purpose. Attendance data won't and should not be used in the 2020-21 school year for comparative or accountability reporting but as a potential tool in helping understand the changes happening in how and where students learn and teachers teach. What is most important at this time is our collective effort to support active engagement and provide resources to meet students and families experiencing challenges with staying connected.

The guidance below describes the requirements that each district must use to create and implement a system to internally monitor and track the attendance and engagement of their students. Additional attendance reporting scenarios and FAQ will be captured and shared in a forthcoming document.

Session day requirements are unchanged; session days may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students. If a school switches from a five day/week schedule to a four day/week schedule, the session days must also change.

For On-Site Instructional Models, including learning outside, the ODE's prior attendance and reporting practices are unchanged and meet the requirements described in this section and can be informed by the recommendations presented.

For any Hybrid Instructional Model or Comprehensive Distance Learning, ODE is establishing the following definitions and guidance:

- Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants,

paraprofessionals, and TAPP family advocates through teacher-designed and facilitated processes.

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

There may be unusual or unique situations where continuation of daily attendance reporting may require additional problem solving. ODE will work with all districts to help ensure that the reported data meets ODE's criteria for actionable data. ODE does not anticipate attendance data will be a part of At-A-Glance School and District Profiles or Accountability Details reports.

Required

- ☐ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- ☐ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- ☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.
- ☐ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.
- ☐ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.

Recommended

- ⇒ Set the 24-hour attendance window that is in the best rhythm for your staff and systems. Districts and schools have the liberty to define a 24-hour window that does not have to be 12 a.m. to 11:59 p.m.
- ⇒ Build as much meaningful opportunity for student engagement into learning as possible. For example, defining attendance by merely logging on to a computer session could lead to non-engagement.

- ⇒ When implementing Hybrid and Comprehensive Distance Learning models, districts should prioritize funds toward providing access to technology and internet access for students and communities most marginalized by the system.
- ⇒ Prioritize CTE and Accelerated Learning opportunities as they are correlated with increased engagement and attendance.
- ⇒ Use positive outreach as a mechanism to build strong engagement and attendance patterns and relationships with families. Center equity in all outreach and communication efforts with parents and caregivers. This includes honoring home language and culture and considering the strengths and needs of students. Establish that a student's physical and emotional wellbeing is in place before engaging with the curriculum.
- ⇒ Monitor and address chronic absenteeism. See [Future Ed's Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism in the COVID Era](#) for planning and recommendations.
- ⇒ Update student information systems (SIS) and early indicator and intervention systems (early warning systems) to account for changes in attendance policies.
- ⇒ Leverage attendance data from the 2019-20 school year, including spring 2020 distance learning data if available, to inform additional supports including food; physical or mental health resources; or access to instruction, learning materials, or technology.
- ⇒ Utilize Every Day Matter's Regional Capacity Builders and [Tribal Attendance Promising Practices \(TAPP\)](#) family advocates, where applicable, to develop and/or redesign systems and approaches to sustain regular attendance.
- ⇒ Promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness.
- ⇒ Design and implement a system of support that addresses barriers teachers may be facing in engaging and communicating with families. Create robust professional development for teachers that supports attendance taking data and engagement strategies. Provide equitable resources to teachers and staff that may help them remove barriers and engage with their students more frequently.
- ⇒ Engage with community based organizations, community partners, and other entities to provide access to resources and create a community-based system of support.
- ⇒ If learning outdoors, create an alternative attendance and engagement plan for days when inclement weather does not allow for learning outside.

2c. Technology

Required

- ☐ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d).
- ☐ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.
- ☐ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.

Recommended

- ⇒ Survey families to collect information about the number, type, and condition of devices used in their homes to support distance learning.

- ⇒ Compile a list of all the software and student-facing technology solutions to understand the [implications for student privacy](#); determine how to communicate with parents and students, including their options for consent and participation.
- ⇒ When planning for technology, prepare for the possibility a student, class, or school will move to Comprehensive Distance Learning.
- ⇒ Prepare a district technology and internet connectivity inventory process. Every Wi-Fi access point and wired network device should be tested.
- ⇒ Review technology policies and data privacy policies and update if needed.
- ⇒ Establish a family and educator technical support/help desk to support the use of technology (could be supported by designated staff, student leaders, and volunteers).
- ⇒ Establish a policy to encourage the use of technology to access telehealth service for students, families, and staff.
- ⇒ Provide students with instruction and resources on digital citizenship and best ways to navigate online environments safely. See [Appendix 4 of Comprehensive Distance Learning](#).

2d. School Specific Functions/Facility Features

Required

- ☐ **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.
- ☐ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
- ☐ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
- ☐ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
- ☐ **Personal Property:** Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).

Recommended

- ⇒ **After-School Programs:** Plan for offering after-school programs that meet requirements outlined in physical distancing and cohorting.
- ⇒ **Community use of school or district facilities¹⁰:** School districts, charter schools and private schools will still need to assure that all OHA and CDC guidelines around physical distancing and other public health protocols and all other federal, state, and local agency requirements, including any additional guidance released by the Oregon Department of Education or the Oregon Health Authority are followed.

¹⁰ This is a local decision and there is guidance available for these decisions. Districts get to determine if others can use their facilities, considering liability concerns, especially with insurance not being available. Other activities (soccer for example) can happen under the Governor's guidance on recreational and community sports. ([Indoor Guidance](#), [Outdoor Guidance](#)).

2e. Arrival and Dismissal

Required

- ☐ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
- ☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.
- ☐ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f).
- ☐ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
 - Eliminate shared pen and paper sign-in/sign-out sheets.
 - Ensure hand sanitizer is available if signing children in or out on an electronic device.
- ☐ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.

Recommended

- ⇒ Mark specific areas and designate one-way traffic flow for transition.
- ⇒ Consider best ways to design arrival and dismissal to support students and staff maintain physical distance.

2f. Classrooms/Repurposed Learning Spaces

Required

- ☐ **Seating:** Rearrange student desks and other seat spaces so that students' physical bodies are at least 3 feet apart; or at least 6 feet apart, as required in section 1c; assign seating so students are in the same seat at all times. Where possible, face all desks in same direction or have students sit on only one side of tables.
- ☐ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.
- ☐ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.
 - Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

Clean hands save lives 



Recommended

- ⇒ **Furniture:** Consider removing upholstered furniture and soft seating and replace with surfaces that can be wiped down and cleaned easily.
- ⇒ **Classroom Procedures:** Discontinue use of permanent restroom/hall passes and shared hard copy student sign-in/sign-out logs. Assign cubby or storage spaces for individual student belongings.
- ⇒ **Libraries:** Refer to section 5f.
- ⇒ **Seating:** Use visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, and assigned seating areas.
- ⇒ **Environment:** Consider opening windows or otherwise ventilating the classroom before students arrive and after students leave, and while students are present if feasible. Hold classes outside when possible and encourage students to maintain physical distance.
- ⇒ **Limit Transitions:** Modify classes where possible and where students are likely to be in close contact (e.g., music, art, physical education, etc.) by bringing the specialist teacher to individual classrooms instead of having students go to the shared space. Refrain from mixing classes with other classes and teachers (e.g., having a mixed math class with another set of students).

2g. Playgrounds, Fields, Recess, Breaks, and Restrooms

Required

- ☐ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's [Specific Guidance for Outdoor Recreation Organizations](#)).
- ☐ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.
- ☐ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- ☐ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- ☐ Cleaning requirements must be maintained (see section 2j).
- ☐ Maintain physical distancing requirements, stable cohorts, and square footage requirements.
- ☐ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
- ☐ Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- ☐ Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- ☐ Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining 6 feet of distance between adults. Note: The largest area of risk is adults eating together in break rooms without face coverings.
 - *Fully vaccinated staff are not required to wear face coverings or physically distance when eating inside school buildings when students are not present only when vaccination status is checked by the school in a manner described by OHA in guidance.*

Recommendations

- ⇒ Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.
- ⇒ Prevent students and staff from touching bathroom door handles by keeping the hallway door held open, where appropriate.
- ⇒ Install touch-free paper towel dispensers.
- ⇒ Discourage storage of any personal items within the bathroom (including staff bathrooms).
- ⇒ Where possible, use portable outdoor restrooms.

2h. Meal Service/Nutrition

Young children are not a significant source of spread of COVID-19¹¹. This section provides requirements and recommendations to mitigate risk of COVID-19 transmission during mealtime. Staff supervising mealtime should always wear a face covering and maintain at least 6 feet of physical distance while students are eating and wash hands or use an alcohol-based hand sanitizer after mealtime. Staff should avoid eating with one another in common areas to the greatest extent possible, as this has proven to be a significant source of spread of COVID-19 in workplaces. *Fully vaccinated staff are not required to wear face coverings or physically distance when eating inside school buildings when students are not present only when vaccination status is checked by the school in a manner described by OHA in guidance.*

Required

- ☐ Maintain 6 feet of physical distancing when masks cannot be worn, including when eating.
- ☐ Include meal services/nutrition staff in planning for school reentry.
- ☐ Prohibit self-service buffet-style meals.
- ☐ Prohibit sharing of food and drinks among students and/or staff.
- ☐ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain 6 feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.
- ☐ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.
- ☐ Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- ☐ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- ☐ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- ☐ Adequate cleaning and disinfection of tables between meal periods.
- ☐ Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least 6 feet of physical distancing. Wear

¹¹ <https://pediatrics.aappublications.org/content/pediatrics/early/2021/01/06/peds.2020-048090.full.pdf> and <https://www.eurosurveillance.org/content/10.2807/1560-7917.ES.2020.26.1.2002011>
https://www.cdc.gov/mmwr/volumes/69/wr/mm6950e3.htm?s_cid=mm6950e3_w

face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

- *Fully vaccinated staff are not required to wear face coverings or physically distance when eating inside school buildings when students are not present only when vaccination status is checked by the school in a manner described by OHA in guidance.*

Recommended

- ⇒ Determine multiple locations (e.g., classrooms, outdoors) for eating meals to reduce crowding in cafeterias and provide ventilation (see section 2j).
- ⇒ Consider alternatives so that adults can eat independently, rather than in shared spaces.
- ⇒ Young students often need help opening containers and packages. Take steps to eliminate or reduce the need to help students while they are eating.
 - Be sure that school meals are fully accessible to students (e.g. open packages) before they are provided to them.
 - Communicate to families that send a meal to school that they need to ensure the meal is packaged in a way that is accessible to their child, so that they may eat independently.
- ⇒ If implementing Learning Outside guidance, create a system to serve meals outdoors, or with limited entry into building.
- ⇒ Stagger meal times.
- ⇒ Restrict access to vending machines.
- ⇒ Limit use of communal serving utensils.
- ⇒ Establish non-contact payment methods.
- ⇒ Post local food distribution centers, or other related food resources for families who experience and or are experiencing increased food insecurity.
- ⇒ Coordinate meal service with distribution of materials and connections with families.
- ⇒ Coordinate resources to offer meal services irrespective of instructional model, including:
 - Delivery of meals,
 - Staff availability and staff safety,
 - Face covering,
 - Meal packing supplies, and
 - Equipment/signage to support physical distancing.

2i. Transportation

Transportation planning is highly technical and vital for school districts. Transportation spans many services including the delivery of meals to students in Comprehensive Distance Learning models. [OHA and ODE have released a joint statement](#) to help explain differences in health and safety guidance for transportation and in-person instruction. The Centers for Disease Control and Prevention (CDC) issued [an Order](#) on January 29, 2021 requiring the wearing of masks by travelers to prevent spread of the virus that causes COVID-19 which includes public school busses.

Required

- ☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service.

- ☐ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j).
- ☐ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
- ☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
 - If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep 6 feet away from others. Continue transporting the student.
 - The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
 - The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
 - If arriving at school, notify staff to begin isolation measures.
 - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- ☐ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- ☐ Per federal guidance, drivers must wear properly fitting face coverings at all times. A face shield or goggles may be worn to supplement a properly fitting face covering. Please refer to the [CDC order](#).
- ☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- ☐ Face coverings for all students, applying the guidance in section 1h to transportation settings. This prevents eating while on the bus.
- ☐ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

Recommended

- ⇒ Provide at least 3 feet of physical distance between passengers. Potential exposures on a bus are significantly reduced by 3 feet of distance, in combination with face coverings, and open windows for ventilation.
- ⇒ When feasible, provide at least 6 feet of physical distance between the driver and passengers (except during boarding and while assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate.
- ⇒ Bus drivers are encouraged to have access to surplus face coverings to provide to students when needed.
- ⇒ When feasible, use visual cues (e.g., floor decals, colored tape, or signs) to discourage passengers from standing and sitting within 3 feet of other passengers, drivers and other transit staff on the bus/train.
- ⇒ Determine and post maximum occupancy for each bus while following this guidance.

- ⇒ Where feasible, provide drivers and all transportation staff with access to handwashing stations or at least 60-95% alcohol-based hand sanitizer. (Hand sanitizer dispensers should not be installed on a school bus.)
- ⇒ Make routing adjustments to:
 - Accommodate reduced passenger capacity and adjusted bell times.
 - Account for stable cohorts with students who share a residence (this may increase projected capacity).
 - Account for reduction in staff due to those in increased risk populations.

2j. Cleaning, Disinfection, and Ventilation

Thoughtful planning of the physical space can reduce the risk of viral spread from person to person. Strategies that include clean surfaces and improved indoor air quality should be incorporated as a part of the school's facilities plan. This includes a facility evaluation of ventilation, air filtration, and HVAC system performance. Buildings should maximize fresh outdoor air and minimize indoor air recirculation. Allowing fresh air into a room dilutes and displaces airborne particles, which may decrease virus transmission.

Required

- ☐ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ([CDC guidance](#)) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.
- ☐ Outdoor learning spaces must have at least *50% of the square footage of its sides open for airflow such that open sides are not adjacent to each other.*
- ☐ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- ☐ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.
- ☐ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.
- ☐ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)
- ☐ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
- ☐ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.

- ☐ Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- ☐ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- ☐ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- ☐ Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

2k. Health Services

Required

- ☐ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.
- ☐ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).

Recommended

- ⇒ School based health centers and community based health programs may be able to provide telehealth and COVID-19 testing services. Oregon’s certified SBHCs may serve as resources for students and community members for services such as:
 - Somatic health care
 - Mental health/behavioral health services
 - Urgent care services
 - Dental and vision services
 - Immunizations
- ⇒ SBHCs, community based health centers, and their medical providers may serve as a resource to the schools in understanding and implementing updated practices.
- ⇒ Preventative health screening typically offered in schools may continue, with staff and students taking necessary safety precautions and in accordance with this guidance (E.g. dental screenings, vision screenings, height, weight screenings may be possible under the guidance). Note: screenings can only be conducted by the screening or health services program staff.
- ⇒ Dental screenings and preventative dental services may be provided on school or school district premises if a licensed dental provider provides the services and follows OHA’s “Guidance on

Resumption of Dental Services in School Settings and Guidance for Certified School Dental Sealant Programs During the COVID-19 Pandemic.”

- ⇒ Establish a policy to encourage the use of technology to access telehealth services for students, families, and staff.

2I. Boarding Schools and Residential Programs Only

Most of the requirements and recommendations needed for K-12 programs housing students are already presented in this guidance and should be applied to residential settings. Residential programs can view students rooming together or sharing a suite as a “family unit” or “household.” This means students living together in close quarters are not required to wear face coverings or maintain physical distancing requirements while in the confines of their room or suite.

As many K-12 boarding school programs house international students, this recent statement by OHA is included here:

“COVID-19 has disrupted educational systems nationally and the world over. Certain behaviors may increase the likelihood of disease transmission. Long haul flights (including domestic), in and of themselves, pose a moderate risk of transmission. Of greater concern, and subsequently higher risk, is the increased exposure during transit at airports. We strongly encourage colleges and universities to instruct their students to practice COVID-19 protective behaviors as they return to campus. Some of these include good hand hygiene, physical distancing, and wearing face covering, ensuring that students have a robust process for self-monitoring/reporting COVID-19 symptoms. They should limit their exposure to others during their 14 days after travel. If these mitigating factors can be implemented, a 14-day quarantine for international students would not be recommended.”

Required

- ☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:
 - Contact tracing
 - The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings.
 - Quarantine of exposed staff or students
 - Isolation of infected staff or students
 - Communication and designation of where the “household” or “family unit” applies to your residents and staff
- ☐ Review and take into consideration [CDC guidance](#) for shared or congregate housing:
 - Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
 - Ensure at least 64 square feet of room space per resident
 - Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
 - Configure common spaces to maximize physical distancing;
 - Provide enhanced cleaning;
 - Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

Recommended

- ⇒ Stop or significantly reduce all weekly or monthly visitation or community exchange programs to limit unneeded potential exposure.
- ⇒ Create clear communication protocols and practices for students with families and from the school with families to keep them regularly engaged and updated.

Exception

K-12 boarding schools that do not meet the Advisory Metrics (Section 0) may operate, in consultation with their Local Public Health Authority, provided that:

- ☐ They have a current and complete RSSL Blueprint and are complying with Sections 1-3 and any other applicable sections, including Section 2L.
- ☐ The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
- ☐ There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- ☐ Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
 - Limit travel to essential functions.
 - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- ☐ Any boarding students newly arriving to campus will either:
 - Complete a quarantine at home for 14 days* prior to traveling to the school, OR
 - Quarantine on campus for 14 days.*

* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).

- ☐ Student transportation off-campus is limited to medical care.

2m. School Emergency Procedures and Drills

Required

- ☐ In accordance with [ORS 336.071](#) and [OAR 581-022-2225](#) all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.
 - At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
 - Fire drills must be conducted monthly.

- Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
 - Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.
- ☐ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.
 - ☐ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
 - ☐ Drills shall not be practiced unless they can be practiced correctly.
 - ☐ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
 - ☐ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
 - ☐ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

Recommended

- ⇒ Work with local emergency personnel to request what modifications to scheduled drills can be made to limit frequency in a pandemic year.
- ⇒ Pay attention to the social-emotional impact safety drills; talk to students ahead of time and debrief afterwards.
- ⇒ Communicate with families about upcoming safety drills (without giving specific times and dates) and after the safety drill so that families can prepare for, process, and review drills at home.
- ⇒ Provide hand sanitizer after going out through the doors and after coming back into the building, while conducting a drill.
- ⇒ Work with local emergency personnel to review evacuation routes and class evacuation spots to ensure as much physical distancing as possible. This may include identifying additional routes to allow physical distancing between cohorts of students during an evacuation.
- ⇒ For schools using Comprehensive Distance Learning or a hybrid model, consider a virtual fire drill with families to practice home evacuation drills. Safety planning involving students in a virtual classroom might include having teachers asking students who they would call in case of an emergency. They could discuss where they planned to drop, cover, and hold on. As an assignment, teachers might suggest that students and their families develop an emergency contact list and post the list on the refrigerator.

2n. Supporting Students who are Dysregulated, Escalated, and/or Exhibiting Self-Regulatory Challenges

Proactive planning will assist schools and educators when students present new or challenging behaviors during in-person instruction under the public health and safety protocols in this guidance. School teams must consider a wide range of plans and tools when providing support and instruction for expected behaviors and consistent self-regulation to ensure health and safety requirements continue to be met.

Required

- ☐ Utilize the components of Collaborative Problem Solving¹² or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills¹³.
- ☐ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
- ☐ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
- ☐ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
- ☐ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
- ☐ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
- ☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements:

Scenario	Public Health and Safety Response due to COVID-19
Student elopes from area	<p>If staff need to intervene for student safety, staff should:</p> <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand... How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log.

¹² See [this site](#) for an overview of Collaborative Problem Solving.

¹³ In the CPS framework, lagging skills are the reasons that a child is having difficulty meeting expectations or responding adaptively to triggers. Specific lagging skills can be assessed using the [Collaborative Problem Solving Assessment & Planning Tool - Likert Scale](#) (CPS-APT) or the [Assessment of Lagging Skills and Unsolved Problems](#) (ALSUP).

	<p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p>
<p>Student engages in behavior that requires them to be isolated from peers and results in a room clear.</p>	<p>If students leave the classroom:</p> <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p>
<p>Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).</p>	<p>If staff need to intervene for student safety, staff should:</p> <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p>

- ☐ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

Recommended

- ⇒ Anticipate and counsel both staff and students about stress reactions. Emotional distress is common in the context of uncertain and potentially life-threatening situations, such as outbreaks.
- A good first step for mitigating your students’ stress is to acknowledge that it exists and help normalize it. (“I see that you’re stressed, and that’s understandable. Many people are feeling this way right now. Can you help me understand what’s hard right now? How can I help you?”)
 - Teach students to recognize the signs of distress, including worry, fear, insomnia, difficulty concentrating, interpersonal problems, avoiding certain situations at work or in daily living, and unexplained physical symptoms. This will help them become more aware of the state of their mental health and head off distress before it becomes harder to manage.
 - Discuss, train and model strategies to reduce distress, which can include:

- Being prepared (e.g., developing a personal/family preparedness plan for the outbreak).
 - Taking everyday preventive measures (e.g., frequent handwashing).
 - Maintaining a healthy diet and exercise regimen.
 - Talking to loved ones about worries and concerns.
 - Engaging in hobbies and activities you enjoy to improve your mood
 - Learning one's own preferred regulation/calming activities and how to request access to these when needed, i.e., rocking, drawing, listening to music, breathing techniques.
- ⇒ Develop clear and consistent school- or district- wide expectations for staff around supporting students who are exhibiting challenging behavior.
- ⇒ Develop proactive classroom routines that are meant to establish -self-regulation upon arrival - use of rhythm, routines, rituals, etc. Doing whole-class regulatory activities can create and increase co-regulation among peers, as well as between staff and students.
- ⇒ Limit physical interactions with students wherever possible, and provide staff development around evidence-based verbal techniques that are empathetic and calming.
- ⇒ Review and update individualized student support plans (e.g., Functional Behavioral Assessment/Behavior Intervention Plan, Behavior Support Plans) to consider removal of operant techniques that may trigger behavioral escalations, and to include identified infection control risks and measures to be taken prior to any physical restraint intervention.
- ⇒ Develop predictable routines and proactive self-regulatory practices, particularly for students with trauma history, that are utilized with consistency to minimize behavioral escalations that require significant intervention.
- ⇒ In the case of escalation or distress, validate student's emotions and feelings with empathy and reassurance while reorienting them to exhibit previously identified, taught, and practiced re-regulation activities or replacement behaviors.
- ⇒ Ignore minor challenging behaviors that could result in a power struggle and escalate into a situation where it is much harder to maintain health and safety requirements. Where needed, interventions should be intentionally planned in a manner that doesn't place the student or staff at an increased risk of infection.

2o: Protective Physical Intervention

Restraint and COVID-19: the following guidelines should be used in conjunction with regulations outlined in [OAR 581-021-0556](#). Use a positive student-centered approach and only utilize restraint if the student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Be mindful that seeing staff put on protective equipment or staff wearing protective equipment can further escalate a situation.

It is critical that physical restraint is kept to the minimum necessary. Managing acute disturbance in the context of COVID-19 infection risk is underpinned by ensuring it is the least restrictive, that it is trauma informed, and does not create difficulties and or flashpoints that could otherwise have been avoided.

Required

- ☐ In accordance with ORS 339.291, ORS 339.300, and OAR 581-015-2556, if restraint or seclusion is used on a student, it must be imposed by personnel who are trained in approved restraint or seclusion programs, or by other personnel who are otherwise available in the case of emergency circumstance. Staff may engage in close contact (less than 6 feet of physical distance) with no more than two other individuals on a given day for the purposes of assessing physical skills associated with required training components of approved programs, under the following conditions:
 - Only participants and trainers are allowed to be present for these sessions.
 - Participants and trainers must be screened for symptoms associated with COVID-19 prior to the start of each session. Anyone exhibiting symptoms, by visual screening or self-report, shall not participate in training at that time.
 - All participants and trainers must wash their hands immediately prior to and following direct physical contact with another person.
 - All people in close contact for this purpose must wear:
 - A surgical mask and face shield or follow [CDC guidance to improve how your mask protects you](#).
 - Gloves
 - Strive to wear other PPE to the extent feasible, including a gown.
 - Minimize the amount of time training participants are within 6 feet of physical distance. For example: It is better to limit time within 6 feet to 5 and no more than 15 minutes and spacing back out before training on another practice than to be within 6 feet for a longer duration of time.
 - Maintain 6 feet at all other times not actively training at closer proximity.
- ☐ Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation). Single-use disposable PPE must not be re-used.

Recommended

- ⇒ Alternatives to restraint and seclusion should be explored by the public education program. Collaborate with the approved restraint training provider to inquire if they have made training modifications or updates that incorporate PPE and physical distancing.
- ⇒ **Limiting Risk of Infection Prior to a Restraint**
 - Staff should frequently wash hands and wear face covering.
 - Assign an additional staff member to monitor the restraint and be prepared to "switch out" in the event that protective equipment must be altered or adjusted. Only staff required for safe restraint should be involved.
 - Avoid long and extended physical holds.
- ⇒ **Limiting Risk of Infection during a Restraint**
 - Utilize positive, student centered prevention practices to minimize safety responses involving physical intervention, such as restraint.
 - Consider use of additional Personal Protective Equipment, including goggle-type eye protection, medical-grade face masks, and protective gloves if they can be used while maintaining the safety and dignity of the student.
 - Keep hands clear of eyes, mouth, and nose of self and others.

- Relieve first responders not wearing appropriate protective equipment as soon as possible.

⇒ **Limiting Risk of Infection after a Restraint**

- Remove and dispose of or clean protective equipment immediately in the proper manner.
- Do not touch faces and limit hard surface contact before immediately washing hands.
- Keep a change of clothing available in cases where staff clothing becomes contaminated.
- Follow all required debriefing and reporting procedures for the restraint once all health and safety issues have been addressed.

⇒ **Additional Resources**

- [Clinical Guidance for NHS Scotland: Using Physical Restraint with Confirmed or Suspected COVID-19](#)
- [Safety-Care® Standards and Recommendations Regarding Coronavirus Disease](#)
- [Crisis Prevention Institute: De-escalation Tips in Light of Coronavirus Anxiety](#)



3. Response to Outbreak

In coordination with the required Communicable Disease Management Plan (see section 1a), all *Operational Blueprints* for fall On-Site and Hybrid instruction must include a school's response to outbreak. This is also true for any schools in offering [Comprehensive Distance Learning](#) who elect to offer some [Limited In-Person Instruction](#). In the event that there is a single positive case or a cluster of cases of COVID-19, schools and districts must partner with the Local Public Health Authority (LPHA) who will work to support them on ongoing COVID-19 mitigation efforts. Keep in mind the multiple ways families live together with specific care for multigenerational families.

3a. Prevention and Planning

Required

- ☐ Review the "[Planning for COVID-19 Scenarios in Schools](#)" toolkit.
- ☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.

3b. Response

Required

- ☐ Review and utilize the "[Planning for COVID-19 Scenarios in Schools](#)" toolkit.
- ☐ Ensure continuous services and implement Comprehensive Distance Learning.
- ☐ Continue to provide meals for students.

3c. Recovery and Reentry

Required

- ☐ Review and utilize the "[Planning for COVID-19 Scenarios in Schools](#)" toolkit.
- ☐ Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.
- ☐ When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.



4. Equity

Note: Private schools are not required to comply with this section.

This equity section articulates principles for schools and districts to consider when planning for the 2020-21 school year. It is critical to reinforce equity at the center of this work, not as a separate endeavor or removed from a holistic view. All levels of the educational system must collaborate on solutions and strategies to support students' long-term success and wellbeing. This collective effort must leverage the assets, roles, and strengths of children, families, and educators. This effort must also deepen relationships with community partners, school districts, educational association leaders, state and local leaders, tribal nations, and business and industry partners. Guided by a shared approach and leading with a mindset of innovation and creativity, Oregonians will learn from each other, develop promising ideas and practices, and harness new ways of relating in a landscape not seen before.

To live into an equity stance, Oregon schools must heighten attention to groups of students who bear the burden of an inequitable health and educational system. Through all of this work, educators must recognize the strengths and meet the needs of students of color, including students who are African-American/Black, Alaska Native and American Indian, Asian Pacific Islander, Refugee, Latino/a/x, Compact of Free Association (COFA) citizens, students who are emergent bilinguals (English Learners), students of migrant and farmworker families, students experiencing disability, students who are LGBTQ2SIA+, students in foster care, students who have an incarcerated loved one, students experiencing homelessness, and students navigating poverty. **It is not enough to make statements about equity without following those statements with concrete actions.** Equity must live at the heart of every decision and every action in service of students.

4a. Principles in Action¹⁴

Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. It is appropriate and necessary to offer more heightened and focused support to students and staff from these communities. It matters to learn the differential impacts of COVID-19 in particular communities. For example, the workplaces with the largest outbreaks are the prison system and food/agricultural sites which deeply impacts particular communities, including students.

Required

- ☐ Review and apply the school's equity stance, principles, and/or commitment.
- ☐ Ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20-29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.

¹⁴ Principles in Action informed by "[Guidance on Culturally Responsive-Sustaining Remote Education: Centering Equity, Access, and Educational Justice](#)," Dr. David Kirkland, 2020, NYU Steinhardt.

Recommended

- ⇒ Secure partners and resources to respond to the basic needs of students and families (e.g., food, shelter, clothing, mental/social/emotional health supports) and the needs of students and families to access online learning (e.g., digital devices, hot spots, technology support).
- ⇒ Apply an equity lens¹⁵ and assess the impact of the spring 2020 school closure on students and families through community forums, surveys, conversations, virtual home visits, formal and informal assessments, and any other relevant sources of information.
- ⇒ Provide differentiated learning opportunities for students who had limited or no access to instruction during the spring 2020 school closure. This may look like assigning a learning mentor or coach, additional check-ins, supplemental learning supports, and instructional support for emergent bilingual students.
- ⇒ Strategically pair educators who infuse culturally responsive and sustaining practices with students who will benefit most from instruction that centers student identity, builds intellectual capacity, and develops academic mindsets.
- ⇒ Mitigate risks for immigrant students and families who may be undocumented. For example, for any protocol requiring student identification, consider using secure student school IDs in lieu of student names. Where possible, have trusted community members help in the first weeks of school to greet families at the door and demonstrate how the protocol and contact tracing work, including discussing the specific information gathered.

Communities and families are strong and resilient while facing intense adversity. Recognizing, centering, and supporting their strengths and gifts is best practice.

Recommended

- ⇒ Hold students at the center: Start every meeting by sharing a student name (where appropriate confidentiality can be maintained) or a story of a student who will be held at the forefront as decision making occurs. Who are the students who did not engage in spring 2020 distance learning? Are there students who have lost a family member? Name the barriers to engagement in school that the student may be experiencing due to COVID-19.
- ⇒ Facilitate processes like empathy interviews with students, families, and community to better understand their experiences with the spring 2020 school closure and COVID-19, and amplify their gifts, stories, and experiences.
- ⇒ Provide counter narratives to biased representations of race, culture, gender, abilities, and poverty. For example, use the simple protocol outlined in [Culturally Responsive Teaching and the Brain](#). Challenge the narrative around COVID-19, notice and name deficit representations, and deepen the counter narrative through literature.
- ⇒ Implement and offer continued support for programs and affinity groups that build on student strengths (e.g., Biliteracy Seal, Title VI Indian Education Programs, and clubs such as [MEChA](#), [Black Student Unions](#), and LGBTQ2SIA+ focused groups).

¹⁵ Link to [Oregon's Education Equity Lens](#)

- ⇒ Learn more about the ways communities gathered in the past and how those rituals and traditions matter. COVID-19 has highlighted the importance of collectivism and interdependence for the collective wellbeing of communities.
- ⇒ Replace deficit language (e.g., needs, struggles, gaps) with asset-based language (e.g., strengths, opportunities, talents).

Meaningful, reciprocal relationships are essential for learning and wellbeing.

Recommended

- ⇒ Create healing and relationship-building norms, such as community and restorative circles (virtual or physically distanced), mindfulness, and social emotional learning activities. Respond to trauma and collective grieving as it arises. These routines should continue in any of the learning models including Comprehensive Distance Learning.
- ⇒ Invest in differentiated learning opportunities and supports for staff across various identities and roles that focus on building relationships, social emotional wellness, and navigating differences across culture, power, and privilege.
- ⇒ Recognize that COVID-19 impacts staff differently based on their race, age, culture, role, etc. Pay attention to *all* levels of the system and invest in needed support to center relationships and care. Be aware of how class and race shape one's ability to limit their exposure to COVID-19, considering the frontline workers.
- ⇒ Develop students' abilities to connect across cultures by affirming racial and cultural identities and creating opportunities for students to learn from each other and with each other.

All students benefit from culturally responsive and sustaining instruction.

Recommended

- ⇒ Invest in professional learning for all staff in culturally responsive-sustaining instruction, anti-bias and anti-racist teaching, and trauma-informed, healing processes. Raise staff awareness of how racism and stigmatization have increased, particularly toward Asian and Asian American communities, and develop capacity to speak up against racism and xenophobia (see [Culturally Sustaining Pedagogies](#); [We've Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be](#); [How to Respond to Coronavirus Racism](#); [Culturally Responsive Teaching and the Brain](#)).
- ⇒ Support student-centered, and project-based educational experiences that ignite student agency, identity, and voice.
- ⇒ Invite multiple voices representing non-dominant perspectives to contribute to the curriculum (through story, song, poetry, text, artifacts, or presentation) in ways that honor student identity, history and culture.
- ⇒ Create learning opportunities that address white privilege and the dismantling of white supremacy. Health for all students requires deepening dominant groups' equity consciousness.
- ⇒ Prioritize supporting and retaining educators from culturally and linguistically diverse backgrounds; specifically educators who identify as Black, Indigenous, and/or people of color and educators who are trained in areas of culturally sustaining content.

4b. Decision Making that Centers Equity

As part of the need to infuse equity throughout all decision-making and school-planning processes, ODE has developed [decision tools](#) designed to support teachers, school, and district leaders as they navigate hundreds of decisions and dilemmas that have implications for communities, families, and students.

The decision tool includes three connected resources:

- The “Decision Tree” offers an inventory of starting conditions and five questions to support leaders when making complex decisions. It can help leaders spot patterns or gaps in their thought processes or point them to the use of the other two decision tools.
- The collection of “Deepening Questions” offers leaders prompts to reveal what may be underneath core decision-making challenges.
- The “Consultancy Protocol” is adapted from the School Reform Initiative and provides leaders a resource to work through the most difficult design dilemmas.



5. Instruction

Note: Private schools are not required to comply with this section.

Planning for ways to maximize learning for the 2020-21 school year will be essential. This section provides high level guidance on design features for instruction.

5a. Instructional Time

Oregon’s ability to guarantee student learning time has never mattered more. As we work to prioritize student learning in the coming school year, a common approach to instructional time requirements that apply across every instructional model and to every public school district, public charter school, and virtual public charter school are critical. For the 2020-21 school year, districts must comply with the instructional time requirements in [OAR 581-022-2320](#), and may wish to include up to 90 hours for staff professional development and up to 90 hours for parent teacher communication in their instructional time calculations. These additional allowances are included in [OAR 581-022-0104](#).

Instructional time is defined in [OAR 581-022-0102](#) as:

- Time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by [OAR 581-022-2030](#), and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by [OAR 581-037-0015](#).

Instructional time shall include:

- Time that a student spends traveling between the student's school and a CTE center, internship, work experience site, or post-secondary education facility;
- Up to 90 hours of professional learning (pending State Board of Education action);
- Up to 90 hours of parent/family training and support, communication, and parent/teacher conferences (pending State Board of Education action);
- Time that a student spends in statewide performance assessments;
- Up to 15 minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast;
- Up to 60 minutes of daily recess in K-3;
- Instructional time shall not include time that a student spends passing between classes, at recess (4-12), in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

Required

- ☐ Meet the Division 22 instructional time rules for School Year 2020-21 as outlined in [OAR 581-022-2320](#)¹⁶ and [OAR 581-022-0104](#).
- ☐ **For students participating in Comprehensive Distance Learning or Hybrid Instructional Models, at least 50% of instructional time (as defined above) must meet the criteria for teacher-facilitated learning.**
 - **Teacher-facilitated learning** is a synchronous (either on-site or off-site) or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to academic content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progressions. Synchronous opportunities must be provided daily and may include full group instruction, peer interaction, two-way communication (e.g. phone calls), small group breakouts, or individual office hours.
 - Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA.
 - **Applied learning** experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent

¹⁶ Due to potential ongoing disruptions in learning due to COVID-19, there may be future modifications to Division 22 requirements.

practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes.

- ☐ Communicate teacher-facilitated learning time and daily school schedules/routines with staff, families, and students.
- ☐ For students participating in Comprehensive Distance Learning models or Hybrid models, provide designated educator “office hours” to ensure consistency and access to students and families. “Office hours” indicate when each teacher will be accessible (online or via telephone) for consultation.
- ☐ For students participating in Comprehensive Distance Learning models or Hybrid models, provide frequent and regular opportunities for students to interact with their teacher(s) and peers.

Recommended

- ⇒ Provide additional professional development opportunities to staff, who will likely be learning new health and safety protocols, modifying curricula for online delivery, and developing new modes for providing feedback to students.
- ⇒ Incorporate additional parent guidance and support, communication, and parent/teacher conferences (virtual and/or in-person) in order to develop and sustain relationships with parents, who are critical partners in learning.
- ⇒ Support educators with resources like Google Voice or connecting to their school phone so they do not need to use their personal telephone/cell.
- ⇒ Consider implications of screen time as it relates to instructional time, working to balance interactions and consider limiting time for younger students on devices.
- ⇒ Consider the environments and ages of the learners when planning instructional time, activities, and connections.
- ⇒ Continue to provide well-rounded education (health, arts, CTE, physical education, music, etc.), while monitoring progress through academic content standards in English language arts, math, science, and social science.
- ⇒ Consider how specially designed instruction (SDI) can be included in instructional time through intentional design and planning (i.e., co-teaching).

5b. Instructional Models

There are three instructional models for schools in the 2020-21 school year: On-Site, Hybrid, and Comprehensive Distance Learning. All requirements in this document, Division 22 requirements, and provisions of FAPE continue to apply to each of the instructional models described below. Planning Considerations for Section 5b. Instructional Models are included in Figure 5: Requirements and Recommendations by Instructional Model below.

Instructional Model Selection

Schools select an instructional model based on multiple factors including but not limited to: local COVID-19 status, school facility capacity, staffing capacity, operational capacity, needs of high-risk students and staff, available space, student enrollment, budget, technology capabilities, and input from staff, students, family, and community members.

All schools should be prepared for Comprehensive Distance Learning in the event of emergency closure,

in response to an outbreak, or in the case where the local decision is made to operate in CDL based on advisory health metrics.¹⁷

Instructional Models: Definitions and Requirements

Each instructional model offers different possibilities and constraints. Districts are encouraged to employ the benefits of each model to prioritize student mental, social and emotional health, and academic learning needs. It is possible schools may need to employ different instructional models throughout the course of the 2020-21 school year as factors and contexts shift related to COVID-19.

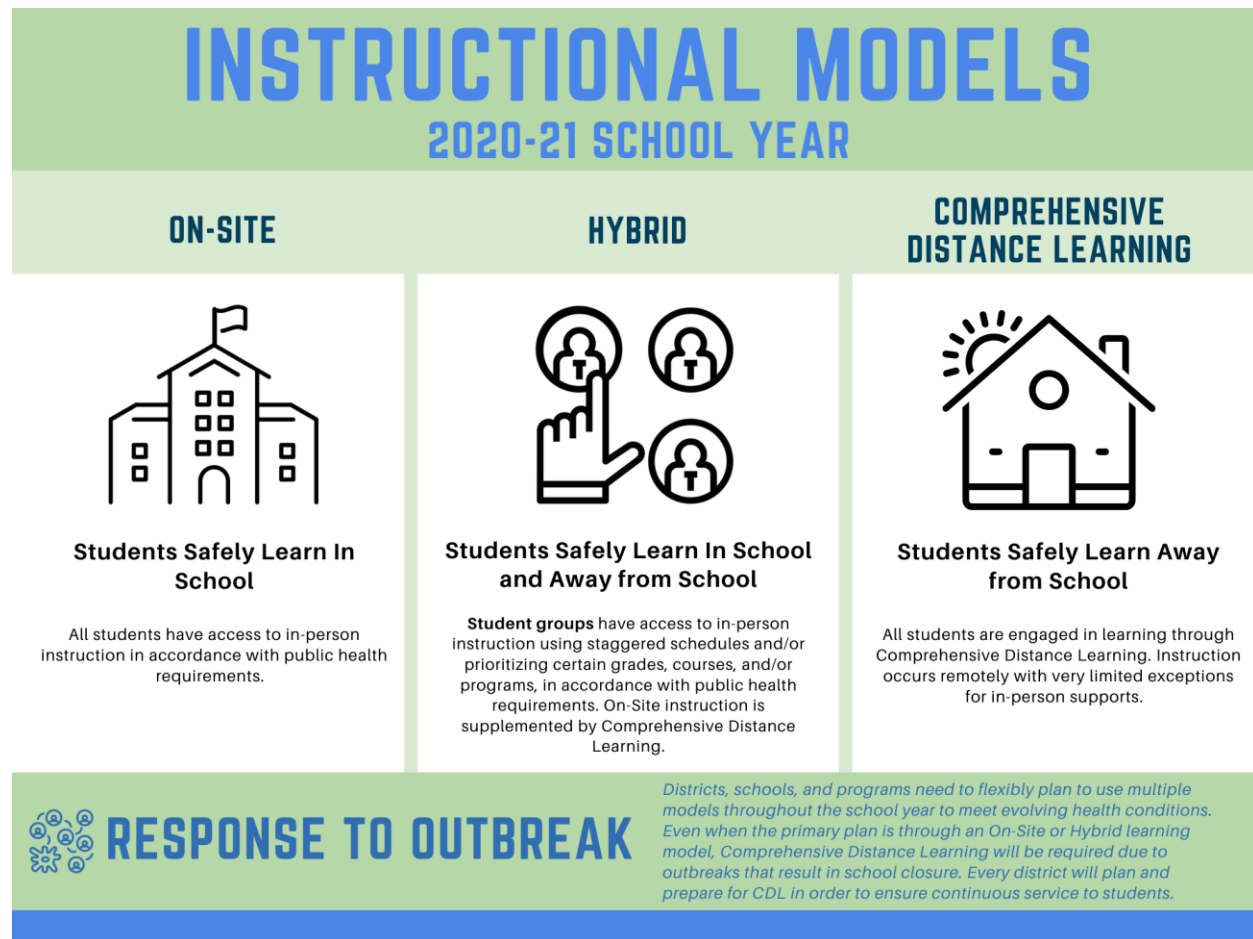


Figure 2: Instructional Models for the 2020-21 School Year

[PDF version](#) of Figure 2

On-Site Instructional Model: All students have access to in-person instruction in accordance with public health requirements. This model is closest to how schools operated prior to the statewide school closure to in-person instruction. The On-Site instructional model exclusively delivers educational services to students every-day, all-day in ways that are similar to pre-COVID models of delivery while meeting

¹⁷ Public charter schools should ensure their instructional model selection does not conflict with the requirements of the charter contract. Sponsors and charter schools may consider adopting amendments or other written agreements to allow the charter school flexibility with their instructional models.

instructional time requirements. If any instructional time (either teacher-facilitated learning or applied learning) is delivered remotely or off-site, it is a Hybrid model.

Required

- ☐ Provide access to nutrition/meal service for all eligible students, including students not on-site (this applies to school sites that offered meal service prior to March 2020).
- ☐ Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade-level academic content standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- ☐ Plan for students who are in or have household members in high-risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model.
 - Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.
- ☐ Plan for Comprehensive Distance Learning in the event of a COVID-19 outbreak or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.) so that continuous service is provided for students.

Hybrid Instructional Model: A hybrid instructional model blends in-person and off-site learning, with offline and online/ digital curricula and materials, in order to honor student and staff safety while meeting instructional hours requirements.

For purposes of definition, the Hybrid instructional model includes any design or operational blueprint that is not fully On-Site and in-person (with all students attending on-site every day) or fully in [Comprehensive Distance Learning](#). Hybrid models allow districts to adjust for multiple variables and continue to access on-site instruction to the greatest extent possible while meeting public health requirements. An On-Site instructional model becomes a Hybrid instructional model when any portion of instructional time used to meet instructional hours requirements is delivered in a distance learning format. Hybrid instructional models require prioritization of on-site learning activities and determinations regarding key elements of successful content delivery and engagement from a distance. Equity considerations should be central when delivering a hybrid instructional model. The same quality and consistency of instruction and attention should be present in both on-site and off-site models, while prioritizing student groups who have historically experienced academic disparities and currently face COVID-related challenges. Requirements for the Hybrid Instructional Model reference information in both Ready Schools, Safe Learners (RSSL) and [Comprehensive Distance Learning \(CDL\) guidance](#).

Examples of a Hybrid Instructional Model

Hybrid instructional models are any structure of learning that blend on-site/in-person learning with off-site/online/digital or distanced offline learning and allow for a variety of creative and flexible designs. Examples of this include, but are not limited to:

- All students attend school on-site for 4 days/week and participate in off-site learning 1 day/week.
- Students are divided into two cohorts, one of which attends school on-site on Mondays and Thursdays, while the second attends school on-site on Tuesdays and Fridays. Everyone is off-site on Wednesdays.

- Some students attend school on-site while others engage in remote/off-site learning (e.g., some students engage in all on-site instruction, while others engage in all off-site learning by familial choice).
- Some students attend school on-site 1 day/week for select classes or activities and off-site the rest of the week, while other students attend school off-site each day of the week.

Required

- ☐ For any in-person learning:
 - Review the recommendations for Section 0. Advisory Health Metrics for Returning to In-Person Instruction
 - Follow the health and safety protocols in the following sections: Section 1. Public Health Protocols, Section 2. Facilities and School Operations and Section 3. Response to Outbreak.
 - Follow Ensuring Equity & Access: Aligning Federal and State Requirements.
- ☐ For any off-site learning:
 - Comprehensive Distance Learning Requirements apply.
 - Plan for students in high-risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a Comprehensive Distance Learning instructional model.
 - Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.
 - Follow [Ensuring Equity and Access: Aligning Federal and State Requirements](#).
- ☐ For both on-site and off-site learning, the following applies:
 - From RSSL: Section 4. Equity; Section 5. Instruction; Section 6. Family, Community, Engagement; Section 7. Mental, Social, and Emotional Health; Section 8. Staffing and Personnel.
 - [Plans and practices](#) must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade-level academic content standards, assessment for learning, alignment with Division 22 requirements, federal title programs under ESSA including the full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
 - Provide access to nutrition/meal service for all eligible students, including students not on-site (this applies to school sites that offered meal service prior to March 2020).
- ☐ Plan for Comprehensive Distance Learning in the event of a COVID-19 outbreak or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.) so that continuous service is provided for students.

Recommended

- ⇒ Inventory, where applicable, technology and devices to support rapid deployment if necessary.
- ⇒ To the extent possible, maximize synchronous learning opportunities.
- ⇒ Where connectivity capacity is limited or unavailable, maximize educator:student interface through other means to ensure relational context of learning.

Comprehensive Distance Learning Model: To signal a shift in expectations and quality (made possible by continuous improvement, along with more time to plan, prepare, and practice), the term Comprehensive Distance Learning is used for the purposes of this guidance. Comprehensive Distance Learning includes [limited in-person instruction](#) for CTE and other specialized programs. ODE's *updated Comprehensive Distance Learning guidance* provides additional requirements and considerations for schools when planning for distance learning.

Any effort to provide off-site or remote learning in 2020-21 requires in-depth and robust planning. For all districts, regardless of instructional model, Comprehensive Distance Learning may become a reality upon a COVID-19 outbreak during the 2020-21 school year. Regardless of which instructional model schools begin with, districts must plan for CDL in the event of an outbreak so that continuous service is provided to students.

In the event that a Local Public Health Authority (LPHA) determines a need for school closures in response to an outbreak, schools operating under On-Site or Hybrid instructional models will shift immediately to Comprehensive Distance Learning (CDL). Within four weeks of a model shift from On-Site or Hybrid to Comprehensive Distance Learning all CDL requirements apply. This allows for an implementation window as schools adjust to meeting the full scope of CDL, while providing continuous service and learning for students.

Required

- ☐ Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade-level academic content standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- ☐ Students served under federal programs (e.g. Title I, IC, Title III, Title IV, Title VI, and IDEA) must receive the majority of services with Teacher-Facilitated instruction.
- ☐ Review and adhere to the requirements in Equity and Access: Aligning Federal and State Requirements.

See the [Comprehensive Distance Learning Requirement Overview](#) for a full list of requirements for CDL.




REQUIREMENTS AND RECOMMENDATIONS BY INSTRUCTIONAL MODEL		
On-Site Learning 	Hybrid Learning 	Comprehensive Distance Learning 
<p>Required</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide access to nutrition/meal service for all eligible students, including students not on-site. <input type="checkbox"/> Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model. <ul style="list-style-type: none"> • Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections. <input type="checkbox"/> Plan for Comprehensive Distance Learning in the event of a COVID-19 outbreak or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.) so that continuous service is provided to students. 	<p>Required</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG). <input type="checkbox"/> Provide access to nutrition/meal service for all eligible students, including students not on-site. <input type="checkbox"/> Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model. <ul style="list-style-type: none"> • Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections. <input type="checkbox"/> Plan for Comprehensive Distance Learning in the event of a COVID-19 outbreak or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.) so that continuous service is provided to students. <p>Recommended</p> <ul style="list-style-type: none"> ⇒ Inventory, where applicable, technology and devices to support rapid deployment if necessary. ⇒ Where connectivity capacity is limited or unavailable, maximize educator:student interface through other means to ensure relational context of learning. 	<p>Required</p> <ul style="list-style-type: none"> <input type="checkbox"/> Under this model, any school including charter schools, must comply with pending Comprehensive Distance Learning Guidance. <input type="checkbox"/> Schools must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG). <input type="checkbox"/> Provide access to nutrition/meal service for all eligible students. <p>Recommended</p> <ul style="list-style-type: none"> ⇒ Where connectivity capacity is limited or unavailable, maximize educator and student connection through other means to ensure relational context of learning.

Figure 3: Requirements and Recommendations By Instructional Model
[PDF version](#) of Figure 3

5c. Learning Day, Instructional Schedule, and Academic Calendar

For On-Site Instructional models, prior scheduling and calendaring practices may be maintained. Schools and districts operating the On-Site instructional model should be informed by the requirements and recommendations presented.

For any Hybrid Instructional Model or Comprehensive Distance Learning, ODE is establishing the following definitions and guidance:

Learning Day

Students benefit from consistent routines, connections, purposeful instruction, quality engagement, well-rounded learning activities, nutrition breaks, play, physical activity and outdoor time. As the building block for the full arc of a student's school year, a learning day must include teacher-facilitated learning time, applied learning, and time for adequate nutrition and wellness.

Oregon's educational context within a COVID-19 pandemic requires a shift in thinking about how instruction is structured. The time educators spend directly interacting with students should be high quality, focused on complex learning activities, and centered in student engagement. Learners will need opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills.

The Learning Day Overview (below) provides a snapshot of the most essential components of a learning day and encourages intentional design and thoughtful planning. A baseline for teacher-facilitated learning time is required to meet the 50% teacher-facilitated threshold of Division 22 instructional time requirements. The example below is based on a 165-day school year with five days of instruction per week. In addition to teacher-facilitated learning, applied learning must occur in order to meet full Division 22 instructional time requirements. Together, teacher-facilitated learning and applied learning provide every student opportunity for direct instruction, guided instruction, and independent practice. Students served under IDEA or ESSA must be included in regular classroom instructional opportunities. This guidance does not remove the requirements for the Least Restrictive Environment. Rather, schools and teams will need to integrate instruction, co-teach, utilize components of Universal Design for Learning, or add additional time to students' instructional day to meet federal requirements.

Note: Depending on the instructional model, it may be more appropriate to consider teacher-facilitated learning time on a weekly basis rather than daily.

Learning Day Overview

Grade Level	Teacher Facilitated Learning* (Daily/Weekly) <i>Must account for at least 50% of Instructional Time</i>	Applied Learning <i>Must not account for more than 50% of Instructional Time</i>	Nutrition and Wellness (snack, lunch, rest, connect, time management) <i>Does not count for Instructional Time</i>
K-3	2 hours, 20 minutes per day 11 hours, 40 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended
4-8	2 hours, 30 minutes per day 12 hours, 30 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended
9-11	2 hours, 50 minutes per day	Daily/weekly No Required Minimum	Daily 2 hours recommended

	14 hours, 10 minutes per week (Required Minimum)		
12**	2 hours, 45 minutes per day 13 hours, 45 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended

*Based on 165 day school year and a 5-day week (50% calculation based on dedicated instructional hours in Division 22; recess, professional development, and parent/teacher conference allowance was subtracted prior to the calculation)

** Twelfth-graders typically follow established daily high school schedules, but end their school year earlier than students in Grade 9-11

Figure 4: Learning Day Overview

[PDF version of Figure 4](#)

Academic Calendar

School calendars are determined at the local level. Calendar adjustments could include:

- Earlier start date, longer winter and spring breaks and other longer breaks, and a later end date. Intersessional breaks in addition to regular calendar can be used for:
 - Credit-earning opportunities for grades 9-12, acceleration, or enrichment.
 - Breaks required due to resurgence of COVID-19.
 - Inclement weather and other emergency make-up days.

Recommended

- ⇒ Consider an intersessional calendar to provide flexibility and address learning loss and allow for longer breaks dispersed throughout the year.
- ⇒ If financially feasible, consider adding more school days to the academic calendar to increase instructional opportunities.
- ⇒ When operating a Hybrid Instructional model coordinate calendars for alignment between elementary, middle and high school to the extent possible.
- ⇒ Engage staff, students, and community for input around any significant adjustments to the school calendar.

Sample Academic Calendars

Non-traditional approaches to academic calendars (e.g., intersessional, year-round) can provide schools and districts with additional flexibility to respond to unexpected closures due to outbreaks. These samples are provided as generalizable examples to support schools and districts as they plan their calendar for the 2020-21 school year:

- [A sample generic intersessional calendar](#)
- [A sample generic “year-round” academic calendar](#)

Instructional Schedules for all Instructional Models

Scheduling may result in schedules that vary between schools in a district (especially if schools within

the same district are operating under different instructional models).

Elementary School Instructional Schedules

Recommended

- ⇒ Design schedules that prioritize meeting the needs of students experiencing disabilities, students who qualify for English Language Development services, and for students identified as Talented and Gifted.
- ⇒ Schedule students with specialized instructional needs and strengths (e.g., ELD, special education) in a manner that ensures access to core instruction and general education peers.
- ⇒ Schedule students, to the extent possible, in a manner that minimizes the need for introducing additional cohort groups (see section 1d).
- ⇒ Design schedules to maximize well-rounded learning opportunities, including access to physical education, music, health, art, library, etc., where appropriate safety considerations can be maintained.
- ⇒ Prioritize complex learning during in person or synchronous teacher-facilitated learning.
- ⇒ Create as much consistency and predictable routine as possible, especially for the youngest learners.

Secondary (Middle and High) School Instructional Schedules

Required

- ☐ Design schedules that prioritize the needs of students who need credits to meet graduation requirements, including rising seniors with Credit-Earning Assurance Plans. School districts must continue to meet 581-022-2320 (1)(a) regarding scheduling all students to meet instructional time requirements.

Recommended

- ⇒ Design schedules that prioritize meeting the needs of students experiencing disabilities, students who qualify for English Language Development services, and for students identified as Talented and Gifted.
- ⇒ Schedule students with specialized instructional needs and strengths (e.g., ELD, special education) in a manner that ensures access to core instruction and general education peers.
- ⇒ Design schedules to maximize well-rounded learning opportunities, including access to physical education, music, health, art, CTE, library, etc., where appropriate safety considerations can be maintained.
- ⇒ Prioritize complex learning during in person or synchronous teacher-facilitated learning.
- ⇒ Schedule electives and lunches to maintain or reduce cohort groups to the extent possible (see section 1d).
- ⇒ Limit passing periods to the extent possible. If passing periods are needed, consider staggering them by cohort or extending the time for these periods to provide additional capacity for physical distancing for On-Site or Hybrid instructional models.
- ⇒ Consider staggering bell schedules by cohort to minimize interactions between cohort groups for On-Site or Hybrid instructional models.

5d. Instructional Considerations

It is critical to focus attention on accelerating learning by investing in relationships, honoring student voice, and designing integrated learning around grade-level or above academic content standards. In contrast to remediation efforts, which perpetuate low expectations and lead to disparate outcomes, students who access accelerated learning and advanced coursework demonstrate consistently higher learning outcomes, increased engagement, and agency.

Curriculum and Instruction

Required

- ☐ Prioritize the most essential academic content standards in each content area.
- ☐ Provide access to a well-rounded education.
- ☐ Provide consistent and timely student feedback and documented assessment of learning toward academic content standards. Leverage formative assessment practices to grow student's ability for independent learning.
- ☐ Incorporate time for check-ins (Social Emotional Learning) and peer interactions; develop classroom culture.
- ☐ Districts that use new digital content as core curriculum for a course of study, or any part thereof (581-011-0050), (for instance, the core curriculum) must complete an independent adoption of instructional materials as detailed in [581-022-2350](#).
 - Districts must provide their local school board with the information in sections 1 through 7 of OAR 581-022-2350 to inform the local school board's review and independent adoption of instructional materials.
 - Adopted materials must comply with the most current National Instructional Materials Accessibility Standard specifications regarding accessible instructional materials.
 - Adopted materials must provide equitable access to all learners, including Emergent Bilingual students, students identified as Talented and Gifted, and students who experience disability.

Recommended

- ⇒ Honor the student learning environment, building on assets including home language, family (siblings and extended family), and culture.
- ⇒ Plan and strategize how to accelerate learning and the exposure to grade-appropriate work (See [TNTP's Learning Acceleration Guide](#)).
- ⇒ Allow for student choice and voice and integrate culturally sustaining practices.
- ⇒ Create opportunities for interdisciplinary, well-rounded learning (e.g., project-based learning).
- ⇒ Provide connections to career and college planning.
- ⇒ Integrate culturally sustaining quality instructional strategies and materials (e.g., [Tribal History/Shared History](#)).
- ⇒ Design curricular experiences that utilize authentic and deeper learning experiences to engage students. Provide opportunities for students to meet the academic content standards in non-traditional ways such as through student-driven projects that honor student identity and context.
- ⇒ Implement opportunities for students to earn credit by proficiency.

- ⇒ Design experiences using research-based design principles, such as [Universal Design for Learning \(UDL\)](#), that improve access to learning for all participants.

Assessment, Grading, and Reporting Progress for Hybrid and CDL Instructional Models Only

Required

- ☐ Plan for student participation summative assessments at required grade levels in English Language Arts (ELA), mathematics, and science, in the event that a statewide summative assessment administration is feasible in 2020-21.
- ☐ Adhere to ODE's administering the ELPA Screener in 2020-21 for identification of English learners (see CDL guidance).
- ☐ Develop and implement an equitable grading policy.
- ☐ Progress monitor student learning, especially for younger students.
- ☐ Evaluate goals and objectives based on progress markers for students supported with emergent bilingual supports, an IEP, and/or 504 plan.
- ☐ Regularly report progress to students and families, in alignment with Division 22 requirements.

Recommended

- ⇒ Prioritize descriptive feedback that provides students with actionable next steps. Feedback and monitoring should focus on the continuation of learning.
- ⇒ Provide opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.
- ⇒ Leverage curriculum-embedded classroom or program-based assessments for learning and develop a learning plan for students that includes benchmarks, milestones, or progress markers in reference to learning and/or developmental progressions.
- ⇒ Collect varied evidence of learning related to student strengths and interests; *provide* multiple ways for students to show what they know.
- ⇒ Consider multiple [opportunities for credit attainment](#) available in Oregon that allow for flexibility in meeting student needs toward graduation.
- ⇒ Use of the [Interim Assessment System](#) and [Tools for Teachers](#) (formerly known as the Digital Library) to support classroom instruction, accessible through the Oregon Statewide Assessment System (OSAS) portal.
- ⇒ Use assessment to celebrate student strengths, identify needs, document learning as it progresses, and verify student performance in comparison to levels of expectation or proficiency.
- ⇒ Evaluate goals and objectives based on progress markers for students supported through an IEP or 504 Plan.

Considerations for Hosting More Secure and Successful Virtual Meetings

Using live video conference tools for meetings, trainings, classes, and more is a critical aspect of delivering [Comprehensive Distance Learning](#). ODE has organized resources to help use some available tools safely to better protect and serve all participants. Each platform, including Zoom, Google Meets, Microsoft Teams, and BlueJeans, have their own settings and options that users should be aware of to create a more secure meeting space for students, families, educators, and school boards. Below are

some resources that organizers and presenters can use to help ensure the platform they are using is safe for all participants.

The following resources are recommended when planning for and implementing virtual meetings.

Recommended

- [Risk Mitigation for Virtual Meetings](#)-- This document outlines strategies for minimizing risk in virtual meetings, including important considerations for when students will be participating.
- [Virtual Meeting Checklists](#) -- This document includes checklists for organizing a meeting, including key steps for pre-planning, setting up, facilitating, and concluding the meeting.
- [Virtual Meeting Etiquette](#) -- This document outlines some basic tips for effective and comfortable video conferencing meetings, including how to prepare and considerations for meeting hosts.
- [Protecting Student Privacy While Using Online Educational Services](#) -- This resource from the U.S. Department of Education outlines requirements and best practices aligned to the federal privacy law FERPA to protect students.
- [Virtual Meeting Best Practices for Your Classroom and Your Staff](#) -- A recorded video from Spring 2020 with a session facilitated by Corin Wyatt of PPS and Melissa Lim of NWRESA with an explanation of how to use platforms effectively and securely.

Support and Security Information from the Platforms

- [Zoom Support](#)
 - [Zoom Privacy and Security Resources](#)
- [Google Meet Training and Help](#)
 - [Security and Privacy for Education](#)
- [Microsoft Teams Help and Learning](#)
 - [Microsoft Teams Security Guide](#)
- [Official GoTo Meeting Support](#)
- [Official GoTo Training Support](#)
- [Official GoTo Webinar Support](#)
- [BlueJeans Support](#)
 - [8 Best Practices for Safe Video Conferencing](#)

5e. Safeguarding Student Opportunity Clause

Schools and districts should design instructional models while continuing to follow the Safeguarding Student Opportunity Clause from Distance Learning for All. The Safeguarding Student Opportunity Clause attempts to mitigate negative impact to students' learning pathway or access to a high school diploma as a result of the spring 2020 school closure. The disproportionate and severe impact of the pandemic on students and families must be recognized, and districts must afford every student opportunities to regain their learning stride during this pandemic.

Required

- ☐ Guarantee a full academic learning experience through Comprehensive Distance Learning for any student who may not be accessing On-Site or Hybrid instruction due to health-related issues.

- ☐ Districts shall not make a decision for any student that limits opportunity to progress within a course sequence, or to determine grade promotion or retention, placement in an advanced course, sports, access to clubs/Career and Technical Student Organizations such as Future Farmers of America, forecasting opportunities, or modified diploma option for the 2020-21 school year based on performance during spring of 2020 during extended school closures.
- ☐ Do not retain or hold back any student due to impacts of the spring 2020 school closure (final term of 2019-20 school year).
- ☐ Develop a [Credit-Earning Assurance Plan](#) pursuant to Distance Learning for All requirements that can be completed with students and families by the end of September 2020, for any student who has received “Incomplete(s)” (or local equivalent) during the final term of the 2019-20 school year. Credit-Earning Assurance Plans may include but are not limited to academic support courses, consolidated/combined content courses, personalized academic tutoring, summer school, online course offerings, peer tutoring, zero period learning opportunities, and/or project-based learning opportunities. Complete Credit-Earning Assurance Plans prior to the beginning of the 2021-22 school year. If a student transfers to a new district without a Credit-Earning Assurance Plan in place, then the receiving district is responsible for working with the student and the student’s family to develop a plan for credit recovery.
- ☐ Hold students who received an “Incomplete” (or local equivalent) during the final term of the 2019-20 school year to the same (not higher) standards of essential learning for any course they are making up in their Credit-Earning Assurance Plan.
- ☐ Any cohort design must guarantee all students maintain access to general education, grade-level academic content standards, and peers. Students shall not be placed into full-time cohort groups based on any demographic or disability criteria (e.g., students with complex medical needs, students with IEPs, students receiving language services, etc.). Additionally, student cohorting shall not be determined by performance and/or level of engagement during Distance Learning For All (See Section 1d).

5f. Instructional and Extra-Curricular Activities Requiring Additional Considerations



Figure 5: Instructional and Extra-Curricular Activities Requiring Additional Considerations

[Image version](#) of Figure 5

Providing opportunities for a well-rounded education is vital for the education of students and amplified during the time of COVID-19 related restrictions to support student well-being and connectedness. It is critical that schools continue to offer options for a well-rounded education whether On-site, Hybrid or

Comprehensive Distance Learning. Opportunities to engage students in active learning often requires hands-on, interactive and physical activities (e.g., laboratory activities, career and technical education (CTE), band, choir, theater, library, physical education and driver's education). As such, these activities may require modifications or specific health and safety protocols to protect staff and students.

Required

- ☐ For any course, learning experience, or school activity that involves hands-on, physical interaction or physical activity, districts and schools must carefully consider Public Health Protocols (see section 1) and Facilities and School Operations (see section 2). To the extent possible, modifications to the learning experience, course, or physical space shall be made. **See program specific requirements and recommendations in the links below.**
- ☐ Develop plans for the implementation of laboratories, visual and performing arts, library, career and technical education, and physical education that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure full inclusion by all students.
- ☐ Maintain 6 feet physical distancing for all levels (K–12) during *indoor* activities involving increased exhalation, such as singing, shouting, band, sports, or physical activity.
- ☐ All Ready Schools, Safe Learners guidance must be followed along with the program specific requirements offered below.

Recommended

- ⇒ Use markings on the floor and/or a student workstation to reinforce physical distance requirements.
- ⇒ Host class or portions of a class outside to increase physical distancing.
- ⇒ Be thoughtful of passing areas between classes and allowing for corridors that maintain physical distancing recommendations.
- ⇒ Develop safe alternatives or substitutes for live performances, science labs, CTE performance assessments, etc. where possible.
- ⇒ Minimize the use of shared materials, and plan for sufficient time between cohorts to allow for appropriate sanitization of shared materials when sharing materials between cohorts is unavoidable.
- ⇒ Storage areas should be managed to limit the number of students at a time in the room. Anyone who enters the room should clean and disinfect all surfaces before and after touching. Disposable wipes should be discarded properly upon leaving the storage area, followed by hand washing with either soap and water or an alcohol-based hand sanitizer with at least 60% alcohol.

Program Specific Information

Beyond the general considerations outlined above there are program specific guidelines that will help administrators and educators plan for classes requiring additional considerations. Use the linked guides to develop implementation plans.

- [Career and Technical Education](#)
- [Laboratories](#)
- [Visual and Performing Arts](#)
- [Physical Education](#) (*updated*)
- [Driver Education](#)

- Athletics Guidance: [Indoor](#) and [Outdoor](#)
- [Libraries](#) (updated)

5g. Graduation 2020-21 and Post-Secondary Planning

The guidance for graduation in spring 2021 relates only to current high school seniors, as defined by students who first enrolled in ninth grade in the 2017-2018 school year or earlier (including 5th or 6th year seniors). This guidance does not apply to students who first enrolled in ninth grade in the 2018-19 school year or later, unless they have an early graduation plan.

Required

- ☐ Hold students to requirements for an Oregon Regular Diploma, Oregon Modified Diploma, and Oregon Extended Diploma subject-area and credit requirements (regardless of Instructional Model); except for Essential Skills and Personalized Learning requirements for seniors (Career Related Learning Experiences, Extended Application, and Education Plan and Profile) which have been suspended.

Recommended

- ⇒ Engage with individual students or small groups to establish goals, plans, and supports aligned to their Personal Education Plan and Profile to support student pathways to graduation and postsecondary transitions.
- ⇒ Provide services for high school graduates to ensure a smooth transition into college or career.
- ⇒ Communicate and plan with postsecondary institutions and devise a plan for Early Postsecondary Opportunities such as dual credit, sponsored dual credit, or assessment based learning courses.¹⁸
- ⇒ Ensure seniors have completed the necessary steps for transitioning into postsecondary education, including FAFSA completion.
- ⇒ Prioritize on-site opportunities for CTE Program of Study completion.
- ⇒ Host virtual post-secondary planning sessions for families. Offer sessions in multiple languages.
- ⇒ Create plans to provide career-exploration and work-based learning, including virtual, simulated, and on-campus experiences. This may include establishing on-campus, in-district, and/or virtual Work-Based Learning (WBL) experiences, and implementation of career aptitude and interest assessments.
- ⇒ Send out a senior exit survey in order to understand and track the postsecondary intentions of recent graduates and provide support.

¹⁸ ODE and HECC are partnering to provide guidance on accelerated learning during the 2020-21 school year.



6. Family, Community, Engagement

Note: Private schools are not required to comply with this section.

6a. Partnership in Planning

Ongoing engagement among staff, students, families and communities is critical to planning for a successful school year. Schools should consider the cultural and linguistic assets held within their communities when partnering with students and families in designing Operational Blueprints. In the planning process, schools have the opportunity to cultivate relationships with the families, tribal and community organizations, and the early learning and child care providers who supported student learning and development during school closure. These groups and individuals have been closest to our students during the closure, and are best positioned to help schools identify drivers for a successful school plan.

Required

- ☐ All Districts receiving Title VI Grant Awards of more than \$40,000 or have over 50 percent American Indian enrollment must conduct official [Tribal Consultation](#). Consultation is required for any Title program covered under ESSA, not solely Title VI.
 - IN GENERAL.—To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency's submission of a required plan or application for a covered program. ([ESSA Section 8538](#))
- ☐ Include early learning programs and child care providers in the planning process. Schools with preschool classrooms will include plans for these classrooms in the school Operational Blueprint. Additional considerations specific to early learning environments is forthcoming.

Recommended

- ⇒ Collaborate with staff, students, families, community-based organizations, tribes, and other partners in planning.
- ⇒ Engage early in the process, build a collaborative partnership for moving forward, and plan for additional engagement opportunities to support the iterative development.
- ⇒ Elevate student voice in designing the educational spaces/experiences; inform decisions based on their voices and expertise as people very intimately involved in and familiar with the education process.
- ⇒ Consider developing consultation and/or engagement processes, or leveraging community voice from other recent processes ([Distance Learning for All Family Engagement](#), [Distance Learning for All Community-Based Organization Engagement](#), the [Student Investment Account \(SIA\) Planning Process](#), the [Student Success Community Engagement toolkit](#)).

- ⇒ Use input to make equity-based decisions that prioritize recovery for those most impacted by the COVID-19 pandemic and the spring 2020 school closure (consider using the [decision tool](#) to help refine difficult decisions).
- ⇒ Coordinate with agencies providing food and financial assistance, public benefits, physical and mental health care, etc. so schools can provide information about how to access these resources.
- ⇒ Engage families in contributing to an inclusive school climate, including student belonging, student engagement, supportive relationships, wellbeing, and addressing racism, xenophobia, sexual harassment, and other forms of bullying and harassment.
- ⇒ **Engage in Tribal Communication: The core values recommended by the Office of Indian Education rightly point to a continuum of engagement that uses the level of impact as a guide for the level of involvement that should be planned for the relevant communication with the 9 Federally recognized tribes in Oregon.** The American Indian population is about 1.4% of the total population in Oregon and has been disproportionately impacted by COVID-19. This includes the nine federally recognized tribes in Oregon and other tribal nations with whom youth and communities identify. Although under ESSA only certain affected districts are required to conduct government-to-government tribal consultation with the federally recognized tribes in Oregon, this guidance is intended to apply broadly to every district encouraging them to engage with tribal nations and native communities in their service area. It is critical and necessary for meaningful engagement and collaboration even when they are not required by policy or law in order to cultivate trust and respect and systems that transforms American Indian/Alaska Native education.

6b. Communication

Required

- ☐ Communicate any information related to reentry for the 2020-21 school year to multilingual families in a language they can understand about any program, service, or activity at the same time that is called to the attention of parents who are proficient in English ([Civil Rights Fact Sheet](#)).
- ☐ Communicate the *Operational Blueprint for Reentry* and instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
 - Post to school and district website, or ESD website if there is no school or district website.
 - Send notification to all families before the start of school.
 - Share with co-located early learning and out-of-school time partners.

Recommended

- ⇒ Present the *Operational Blueprint for Reentry* at an open virtual and/or televised meeting, with the opportunity for two-way communication.
- ⇒ Develop a district-wide communication strategy to reach all families.
 - Develop a user-friendly, multilingual website for families to receive up-to-date information, engage with educational resources, and request support.
 - Make communications and resources available for families without internet access.
 - Leverage community wrap-around services, including partnerships with local civil rights organizations, faith-based organizations, non-profits, and relevant media outlets, so information reaches every population.
- ⇒ Stay in close communication with students and families.

- Establish common, district-wide systems for communicating with every student and family (via email, phone, or text message) in the family's primary language; connect students and families with school and community supports and services when needed.
 - Discuss student progress with students and families on a regular basis; prioritize family outreach for students who are not yet demonstrating progress or engagement.
- ⇒ Make a communication plan with the family and follow the plan.
- ⇒ Connect students with other students, if possible.
- ⇒ Connect students with other staff members, if possible.
- ⇒ Share resources and information to set families up for success. Offer families access to contact information for resources (e.g., general or special educators, school counselors, or school social workers).

6c. Before and After School Programs

As schools and districts consider options for reopening and redesigning the school day, they should reach out proactively to before and after school partners. Not only do out-of-school time providers excel in building positive youth relationships and provide enriching activities to help ease the effects of isolation and learning loss from the pandemic, they are an essential support to families in need of childcare. The out-of-school time support systems many families relied upon are shrinking in the era of COVID-19, and the loss of these resources disproportionately impacts our most marginalized and historically underserved communities. As schools and districts strive to find creative and effective ways to serve students, strengthening and expanding the connections and authentic cooperation between schools, families and community partners who provide these valuable resources should be included in planning efforts. The collective knowledge and experience in our communities is strong.

School and learning does not exist in isolation, but rather within the broader context of community. All of these supports and relationships are valuable by themselves, but students and families thrive and prosper when purposeful collaboration and alignment of resources are realized. Many programs have been serving students and families as emergency care providers since the beginning of the pandemic and throughout the summer and bring a lot of expertise with health and safety protocols. They may already have tried successful systems that could be replicated. Schools are encouraged to align instructional models, objectives and priorities to accelerate and reinforce learning and to coordinate on-going staff training and communication mechanisms to ensure cohesive health and safety protocols and alignment to changing instructional models and goals.

Community-based out-of-school time programs (e.g., Boys & Girls Clubs, YMCAs, Faith-Based Organizations, Culturally Specific Organizations, etc.) for school-age students operate under ELD guidance if they operate outside of a school facility.

Out-of-school time services may be provided during the time in which students are not scheduled for in-person instruction in a Hybrid or On-Site instructional model. They may also assist in providing care for students while simultaneously providing accommodations to supplement Comprehensive Distance Learning.

Required

- ☐ All 21st Century Community Learning Centers (Title IV-B) programs, regardless of where they provide service, are exempt from child care licensing requirements, and must follow Ready Schools, Safe Learners guidance, including completing an Operational Blueprint for Sections 1-3.
- ☐ School-Based out-of-school time programs must use Ready Schools, Safe Learners as official guidance.
- ☐ School-Based out-of-school time programs must be included in Operational Blueprints (Sections 0-3 only).
- ☐ School-Based out-of-school time programs must provide on-going staff training to ensure proper implementation of health and safety processes and protocols to ensure staff and student safety.
- ☐ To the extent practicable, out-of-school time programs operating in school facilities must apply the same cohorting structures as the school day. The goal of effective cohorting is to limit as much disruption to quality learning experiences, while maximizing safety and efficiency in contact tracing. Consider the logistics of after-school program space utilization to ensure that physical distancing requirements are maintained and students are exposed to the fewest practicable number of other students and staff.

Recommended

- ⇒ Engage partners in the planning process as soon as possible. Out-of-school time providers are professionals and experts in their field. They excel in creating innovative solutions with flexible models to support student learning.
- ⇒ Prioritizing additional supports for in-person services to foster better and more equitable opportunities for students who are:
 - historically underserved;
 - differentially impacted by the virus (technology barriers, isolation, etc.); and/or
 - In need of additional support (academic, social and emotional, accommodations to access CDL).
- ⇒ Consider involving other spaces in the community in addition to school buildings (such as public libraries, Boys and Girls Clubs, YMCAs/YWCAs, daycares, faith-based organizations and museums) to provide in-person support.
- ⇒ Consider enlisting others in your community (including youth workers, social service providers, daycare staff, tribal organizations, community volunteers and parents) to work with teachers and other school staff to foster more learning, care and connection.
- ⇒ Find out who is offering before and after-school programs at or near your school. Keep a list as a reference document and resource to families.
- ⇒ Assess where additional capacity and support may be needed from external partners to support Operational Blueprints under Ready Schools, Safe Learners.
- ⇒ Meet with key community partners such as PTO, PTA and local community groups such as churches, businesses, etc., to identify needs.
- ⇒ Communicate with parents, caregivers and youth prior to reopening programs to communicate safety information and key programmatic information.
- ⇒ Review or create any needed memoranda of understandings (MOUs) to foster clear communication, expectations and to ensure students and staff are safe.
- ⇒ Schools could partner with out-of-school time providers to:
 - work with groups not in class in models that use staggered schedules

- facilitate computer science activities, theatre, visual arts, and other well-rounded activities to enrich students' learning experiences;
- support homework completion, individual tutoring and projects assigned in class virtually or in-person;
- strategically assign staff to coordinate additional check-ins, supplemental learning supports, and instructional support;
- strategically pair learning mentors versed in culturally responsive and sustaining practices to provide additional connection, care and support in learning; and/or
- partner in providing access to meals and other community resources.

⇒ Schools are encouraged to partner with out-of-school time programs to rapidly adjust service delivery in response to an outbreak in accordance with Section 0 of this guidance.

NOTE: It is an important distinction to note that **21st Century Community Learning Centers** (21st CCLC, Title IV-B) programs are considered academic programs and NOT child-care, although many working families depend on them in this way. These competitive federally funded grants require school districts and at least one community-based organization to partner in providing academic enrichment, a broad array of youth-development opportunities, and additional services to families when school is not in session. All 21st CCLC programs, regardless of where they provide service, are exempt from child care licensing requirements, and must follow Ready Schools, Safe Learners guidance. Additional guidance specific to 21st CCLC grantees is located in the [Ensuring Equity and Access: Aligning Federal and State Requirements](#) document.



7. Mental, Social, and Emotional Health

Note: Private schools are not required to comply with this section.

Prioritizing the mental health of students and staff is essential. Mental health, which encompasses social, emotional, cognitive, and behavioral health, is central to the well-being of students and all who serve them.

Mental health and well-being are centered in the confluence of four, interconnected pillars of practice: trauma-informed care, social emotional learning, racial equity, and asset-focused, evidence-based or field-tested prevention and intervention programs. These pillars support a continuum of care that assures that the safety, security, and social connection needs of students, families and school staff are met.

Mental health promotion elevates the inherent strengths, agency, voice, courage and determination of each individual. It compels us to ask what makes people, families and communities thrive in the face of difficult challenges, and what we must do to recognize, honor and uplift that resilience. Although it is important to recognize and acknowledge that most people will encounter significant challenges during their lifetimes, we discourage the tendency to label people based on their experience, categorize them

into groups, or adopt a mindset of “fixing what is broken.” Instead, it is important to affirm that health is dynamic and fluid, and that individuals are capable of healing and transformation, sometimes with little or no assistance. When support and care are requested, it is important to make quality, mental health resources readily available, and offer them free of stigma. Relationship building, and clear, compassionate communication are at the heart of that effort.



Traumatic events like pandemics, natural disasters, accidents or deaths, and intense, chronic stressors such as poverty, illness, family dysfunction, racism, discrimination, abuse and societal discord will impact students, staff and families differently based on race, age, gender, sexual orientation, culture, and/or role. Although most students and adults have experienced, or are facing considerable challenge and adversity, not everyone will be traumatized. We do, however, need to be prepared to address the signs and symptoms of trauma when they arise.

We recommend the utilization of strengths-based, trauma-informed, racial equity-centered, [Tier 1](#) strategies that foster social emotional learning skill development, support healthy behaviors (nutrition, fitness, hygiene, sleep, digital citizenry), build prosocial relationships and social competence, instill hopefulness, kindness and compassion, bolster cognitive competencies such as problem solving and wise decision-making, make use of restorative practices and, most importantly, cultivate safe, supportive, kind school communities where everyone can thrive. For those experiencing considerable stress and distress, [Tier 2 group interventions, or Tier 3 targeted, individual supports](#) including a well-coordinated crisis response, are necessary prerequisites to assure their well-being.

ODE has created a new [mental health toolkit](#) as a primary resource for districts.

7a. Planning

Required

- ☐ Mobilize response teams of qualified mental health professionals to address Tier 3, targeted intervention and crisis mental, social and emotional health service needs including [suicide](#), [grief and trauma](#), [child abuse](#), [substance use](#), and [youth trafficking](#) within the current context; familiarize staff with [Lines for Life](#) remote suicide risk assessment and safety planning services for schools (503-575-3760), and [OHA's Telehealth Tips for Clients with Suicide Risk](#).

Recommended

- ⇒ Intentionally create a school-wide culture that prioritizes staff and student mental health needs, and provides a positive and supportive environment for students, families and staff. Create as much predictability in scheduling and procedures as possible.
- ⇒ Create a readily available network of mental health professionals with specialized training in addressing student and staff mental health service and support needs with an emphasis on developing partnerships with culturally and linguistically-attuned providers. Direct students and families to mental health resources and liaise if needed.
- ⇒ Plan to provide staff, students and families with access to telehealth and telemental health services including using district high speed broadband, cellular service, technology, land lines.
- ⇒ Create a communication plan for staff and families to destigmatize stress and emotional challenges, and encourage seeking support.
- ⇒ Consider creating peer support communities for parents, and for students.
- ⇒ Encourage student voice through artistic expression – writing, art, movement, theatre arts and music.
- ⇒ Develop a schedule for regularly checking in with students and parents, particularly for those identified as requiring mental or emotional support, or having significant life challenges. Provide responsive and timely support for students needing Tier 2 and 3 services.
- ⇒ Develop a schedule for regularly checking in with staff. Recognize and affirm that school staff are experiencing considerable stress as they return to teaching, and adjusting to different and fluid instructional models. Provide times in the workday for self-care and health breaks, and link staff with EAP services.

7b. Resources and Strategies

Required

- ☐ Where available, make contact information or a list of contacts of school and [community-based](#) mental and emotional health services and supports and School Based Health Centers available to students, families, and staff.

Recommended

- ⇒ Recognize and acknowledge the stress and challenges that students, families, and staff have experienced and may continue to feel during the school year; [validate and affirm their challenges](#), and prioritize time for them to give voice to their experience. This may be particularly important for students of color, and those identifying as LGBTQIA+ who have been disproportionately affected by the Covid-19 pandemic.
- ⇒ Provide accessible, equitable, culturally- and linguistically-attuned [Tier 1](#) education and support to all students, staff and families including strategies that foster belonging, physical health, stress management, enhancing resilience and social emotional skills, and equity. Nurture positive qualities such as kindness, empathy, optimism and forgiveness.
- ⇒ Avoid focusing on trauma and negative behaviors.
- ⇒ Provide students with accessible, equitable, culturally- and linguistically-attuned [Tier 2 \(group support\) and referrals to Tier 3](#) (individual therapy and crisis support) services.

- ⇒ Facilitate virtual opportunities for students to safely interact with their peers.
- ⇒ Prioritize student safety and connection, and quickly identify and address bullying and harassment (in-person and online).
- ⇒ Provide trauma-informed, racial equity-centered professional development opportunities for staff to support them in mindfully and compassionately addressing student stress, emotional distress, and behavioral and academic problems.
- ⇒ Provide opportunities for educators and staff to create professional learning and support communities.
- ⇒ Strengthen [telemental health](#) offerings. Establish a policy to encourage the use of technology to access telehealth services for students, families, and staff.
- ⇒ Incorporate activities that build trust and relationship building with the students and their families prior to school starting.
- ⇒ Coordinate with counseling staff to prepare students for transitioning between schools (i.e. forecasting support, information sessions, etc.)
- ⇒ Encourage parents/caregivers to continue to find ways to [support family health and well-being](#), including using [developmentally appropriate strategies](#) that promote learning, rest, play, exercise, creativity, and involvement in family and household activities and responsibilities.
- ⇒ Provide linguistically and culturally attuned coaching, technical assistance and empowerment to parents/caregivers to support them in their role as home educators, particularly in families with non-English speaking parents. When possible, create parent peer learning communities where caregivers can brainstorm practical strategies and receive emotional support.



8. Staffing and Personnel

Note: Private schools are not required to comply with this section.

It is important that staff are supported through reentry. Teachers and other school and district staff are essential partners with vital expertise. Districts should collaborate with teachers at all levels and staff across departments throughout planning and reentry. Each district needs to provide ongoing professional learning and communication so staff have the most-up-to date understanding of all ODE and OHA guidance. To the extent any modifications or reductions in a public school workforce are necessary, any such actions should consider the goals of the Educator Equity Act, ORS 342.437.

8a. Supports

Required

- ☐ Support school personnel who meet criteria for high-risk populations (see section 1b).
- ☐ Develop protocols for communicating possible COVID-19 exposure to staff.

Recommended

- ⇒ Coordinate with internal supports and/or local organizations to provide for staff members' physical and mental health and well-being.
- ⇒ Properly communicate leave notification requirements in federal and state laws to staff members.
- ⇒ Develop and review a return-to-work protocol; develop a plan to protect the safety and well-being of all staff, including physical distancing and isolation protocols (see section 1).

8b. Public Health Training

Required

- ☐ Review the *Operational Blueprint for Reentry* with all staff.
- ☐ Train all staff on updated protocols, policies, and guidelines to adhere to physical distancing requirements and recommendations outlined in this guidance and the *Operational Blueprint for Reentry*.
 - Provide training required by OSHA administrative rule [OAR 437-001-0744\(3\)\(i\)](#). OSHA has developed [training materials](#) that can be used to complete 4 of the required 10 training topics.
 - Provide ongoing training to staff on new building procedures, cleaning protocols, and COVID-19 safety requirements.
 - Train all staff on how to access ODE/OHA updates and review requirements.
 - Train staff on confidentiality requirements under FERPA, HIPAA, and local policy regarding student and staff health information, including a COVID-19 diagnosis.
- ☐ Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding of information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols. Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.

8c. Professional Learning

Recommended

- ⇒ Provide opportunities for coaches, mentors, and administrators to expand or refine skills in supporting staff in Hybrid and Comprehensive Distance Learning environments. Leverage the expertise of early adopters and nurture teacher leadership opportunities to lead professional learning. See the [Comprehensive Distance Learning Guidance Document](#) for more information.
- ⇒ Include professional learning that supports social emotional learning and trauma-informed care practices that are culturally responsive and sustaining. ([Culturally Sustaining Pedagogies](#); [We've Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be](#); [How to Respond to Coronavirus Racism](#); [Culturally Responsive Teaching and the Brain](#))
- ⇒ Offer opportunities for professional learning on creating an inclusive, caring, and supportive school culture with particular attention to discussing strategies to address anti-Asian discrimination and bias against students/staff who have had COVID-19.

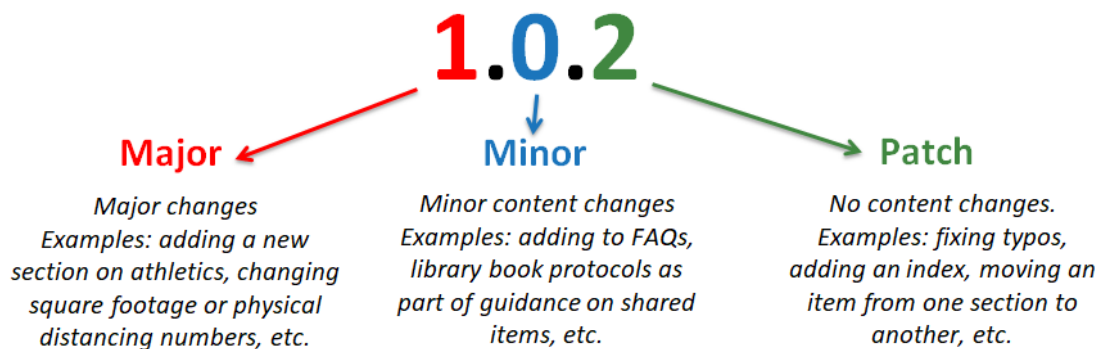
- ⇒ Provide educators with training and support to deliver high-quality online instruction (technical and adaptive aspect) while building long-term capacity for online instruction as a primary or supplemental instructional tool.
- ⇒ Support educators in adapting lessons and differentiating instruction in virtual environments; accessing instructional materials and technology; and using online platforms to connect with students, including built-in accommodations and features that increase accessibility.

Future Updates

Ready Schools, Safe Learners will continue to be updated based on:

- The continuing impacts of COVID-19 and the state's evolving mitigation efforts as directed by Governor Brown and the Oregon Health Authority.
- Input from educators, students, families, and community partners.
- An ongoing review of equity impacts.
- Learnings from efforts being rolled out in other states and countries.

All updates will be dated and marked with version numbers. We will replace previous versions on the [Ready Schools, Safe Learners webpage](#). Updates to new versions will be named at the top of the document. The following version tracking protocol will be used:



Glossary

Applied learning: Experiences that allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes.

Asynchronous Learning: Learning that occurs in elapsed time between two or more people. Examples include email, online discussion forums, message boards, blogs, podcasts, etc.

Campus: For the purposes of this document, a school campus is considered to include all locations in which both district personnel and students are physically present for the purpose of delivering and receiving instruction.

Catchment Area: The geographic area from which the school draws students and staff. This includes any county and community where students and staff live.

Clear Plastic Barriers: A clear plastic or solid surface that can be cleaned and sanitized often. In a school setting, be careful to avoid or address barriers with sharp edges.

Close Contact: See **Exposure**.

COFA: Compact of Free Association (COFA) is an international agreement establishing and governing the relationships of free association between the United States and the three Pacific Island sovereign states of the Federated States of Micronesia (FSM), the Republic of the Marshall Islands (RMI), and Palau.

Contact Tracing: Identification of persons who may have come into close contact with an infected person and collection of further information about these contacts. Contact tracing helps stop chains of disease transmission.

Community-Based Organizations (CBO): CBOs are driven by and representative of a community or a significant segment of a community and work to meet community needs and amplify strengths.

Credit-Earning Assurance Plan: Procedures put in place by school districts to provide students with opportunities to earn credit for courses marked as “Incomplete” during the final term of the 2019-20 school year.

Deeper Learning: A set of competencies that help schools develop relevant, meaningful, and engaging learning. See the [Deeper Learning Hub](#) and [Deeper Learning for All](#) from the Alliance for Excellent Education for information and resources.

Distinct Cohort: References a [CDC definition](#) of a distinct group that stays together throughout the entire school day during in-person learning, or over the course of any predetermined period of time, so that there is minimal or no interaction between groups.

Empathy Interviews: Sitting with a single student, family, or community member and creating space and time to listen deeply to their story and experiences. Typically, the process involves asking open ended questions followed by prompts such as “tell me more...” or “what was that like for you.” A [broad overview](#) can be found from D-school and High Tech High Graduate School of Education has a [full Protocol](#).

Exposure: When an individual has close contact (less than 6 feet) for at least 15 cumulative minutes (or longer) in a day with a person who has COVID-19.

Face Covering: A cloth, paper, or disposable face covering that covers the nose and the mouth; may or may not be medical-grade.

Face Masks: Medical-grade face masks in this document. RNs and other medical providers should refer to OHA for updated information.

Face Shield: A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.

Hand Hygiene: Washing with soap and water for 20 seconds or using an alcohol-based hand sanitizer with 60-95% alcohol.

High-Risk Categories: The CDC [has identified](#) age ranges and underlying factors that may leave a population at higher risk for severe illness from COVID-19.

Immunocompromised: Having an impaired or weakened immune system.

Implicit bias: The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Intersession Calendar: School calendars that include longer breaks dispersed throughout the year. The calendar has longer breaks throughout the year, and may start at an earlier date and/or end at a later date.

Isolation: Separates sick people with a contagious disease from people who are not sick.

Medically Complex: Students who may have an unstable health condition and who may require daily professional nursing services.

Medically Fragile: Students who may have a life-threatening health condition and who may require immediate professional nursing services.

Nursing Dependent: Students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.

Outbreak: For the purposes of this document, an outbreak is two or more COVID-19 cases occurring in the same cohort (linked by time and place) in people from different households, suggesting viral spread within the cohort.

Personal Protective Equipment (PPE). The personal protective equipment required for medical personnel. RNs and other medical providers should refer to OHA for updated information.

Physical Distancing: Maintenance of specified distance between persons to the maximum extent possible. Also known as social distancing.

Project-Based Learning: A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Quarantine: Separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.

Schedules: Several common terms related to apportionment of *instructional time* are listed below.

- Academic Calendar: Total number of days of instructional delivery in the school year.
- Instructional Schedule: Hour-by-hour organization of the instructional day. At the secondary level, this is sometimes referred to as the “bell schedule.”
- Instructional Time: Defined in OAR 581-021-0102(30).

Social Emotional Learning (SEL): The process through which children and adults learn to pay attention to their thoughts and emotions, develop an awareness and understanding of the experience of others, cultivate compassion and kindness, learn to build and maintain healthy relationships, and make positive, prosocial decisions that allow them to set and achieve their positive goals.

Stable Cohort: A group of students who are consistently in contact with each other. Also known as a stable cohort group.

Synchronous Learning: Learning in which participants interact at the same time and in the same space.

Teacher-facilitated learning: A synchronous (either on-site or off-site) or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to academic content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progression. Synchronous opportunities, either on-site or off-site, must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.

- Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA.

Trauma-Informed: Trauma-informed principles and practices refer to a strengths-based, person-centered framework that recognizes the physical, psychological and emotional impacts of trauma, and prioritizes creating safe spaces to promote healing. It recognizes and honors the inherent strengths, resilience and funds of knowledge within each person, and works to increase awareness of how these assets can be accessed, within the trusting spaces of human relationships, to promote healing and flourishing.

Viral test for COVID-19: A nucleic acid amplification test (e.g., PCR) or an antigen test for SARS-CoV-2, the virus that causes COVID-19. Antibody tests are not viral tests.

Appendix

The following list provides a comprehensive set of links to any supplemental guidance that is included within the Ready Schools, Safe Learners guidance:

[Addressing Grades and Credit Options](#)

[Assessment Updates](#)

[Attendance Best Practices](#)

[Comprehensive Distance Learning](#)

[Communication Tools for Students and Families](#) (includes translations)

[Community and School Health Responsibilities Regarding FAPE during CDL and Hybrid Instructional Models](#)

[Concerns and Complaints: Options for Problem-Solving](#)

[Decision Tools](#)

[Designing Learning for 2020-21](#)

[Early Intervention/Early Childhood Special Education \(EI/ECSE\) Guidance](#)

[Educator Evaluations for the 2020-21 School Year](#)

[Ensuring Equity and Access](#)

[Exclusion Chart](#)

[Field Trip Guidance](#)

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

[Instructional Model Status Webpage](#)

[K-12 COVID-19 Test Reporting Portal](#)

[Learning Outside Supplemental Guidance](#)

[Mental Health and Well-being Resources](#)

[Metrics Dashboard](#)

[Metrics Explainer](#)

[Navigating Adaptation Accommodation, or Modification: Supplemental Guidance to Student Face Covering Requirements](#)

[New Guidance for Limited in-Person Instruction During CDL](#)

[News and Updates Webpage](#)

[Operational Blueprint](#)

[Options for Awarding Credit](#)

[Oregon Open Learning](#)

[Outdoor School Program Guidance](#)

[Planning for COVID-19 Scenarios in Schools](#)

[Reporting COVID-19 Cases in Schools](#)

[Ready Schools, Safe Learners Home Page](#)

[Research Informing Changes in K-12 COVID-19 Guidance](#)

[Responding to LPHA Capacity Needs Related to Contact Tracing](#)

[School Status Updates](#)

[Third-Party Standardized Assessment Guidance](#)

DECEMBER 2019

⊕ STUDENT INVESTMENT ACCOUNT

GUIDANCE FOR ELIGIBLE APPLICANTS

A COMPREHENSIVE RESOURCE.

The purpose of this document is to provide comprehensive guidance for Oregon school districts and eligible charter schools to complete the planning process and prepare to submit an application for Student Investment Account funds. Several of the sections have also been published as stand alone documents in the case that sharing or using them in more digestible segments is preferred.



Table of Contents

Section One: Pulling the Pieces Together	3
Purpose of this Document	3
Instructions for Submission	3
Step-by-Step Guide to Meet All Requirements	4
Essential Notes on Allowable Uses	9
Section Two: SIA Grant Application Preview	12
Part One: General Information	12
Part Two: Narrative	12
Part Three: Community Engagement and Input	13
Part Four: Data Analysis	16
Part Five: SIA Plan	16
Part Six: Use of Funds	19
Part Seven: Documentation and Board Approval	20
Part Eight: Public Charter Schools (if applicable)	20
Section Three: Application Evaluation and Review Process	22
Values and Principles Informing Evaluation and Review Process	22
Evaluation Criteria	24
Evaluation Tool	24
Review Process	26
Section Four: Longitudinal Performance Growth Targets	32
Orientation to ODE’s Approach	32
A Common and Customized Framework	33
Progress Markers	36
Attending to Oregon’s Smallest Districts	37
A Foundational Year	38
The Starting Point for a Collaborative Process	38
SIA Grant Applicants are asked to	40
Technical Guidance for Setting Longitudinal Growth Targets	40

Getting Started.....	43
District Example	49
Establishing Progress Markers for Each Common Metric	55
Worksheet.....	57
Five Year Targets.....	57
Section Five: Financial Management of SIA Funds.....	59
Understanding the Funding Model.....	59
Establishing a Grant Agreement	59
Responsibility for Financial Management	59
Quarterly Payments and Reports.....	60
Accounting Practices	60
Annual Financial Audits and Self Reporting System	61
Indirect Costs	62
Section Six: Responsive Supports	63
Technical Assistance and Capacity-Building Available to All Applicants	63
Role of Education Service Districts	63
Intervention and Strengthening Program (Coaching Program).....	64
Intensive Coaching Program	65
Section Seven: Districts with Participating Charter Schools.....	67
Public Charter Schools and SIA Funds.....	67
Components of a District-Charter Agreement for SIA Funds	67
Questions and Support	70
Appendix A - Summary of Recommendations from the Quality Education Commission	71
Summary of Guidance from the Commission	71
Appendix B – Oregon’s Education Equity Lens.....	77
Purpose of Oregon’s Education Equity Lens	77

DECEMBER 2019

⊕ A STARTING POINT

PULLING THE PIECES TOGETHER

**A COLLECTION OF ESSENTIAL
INFORMATION TO SUPPORT
SIA PLANNING.**

The purpose of this document is to provide comprehensive guidance for Oregon school districts and eligible charter schools to complete the planning process and prepare to submit an application for Student Investment Account funds.

Section One: Pulling the Pieces Together

Purpose of this Document

The purpose of this document is to provide comprehensive guidance for Oregon school districts and eligible charter schools to complete the planning process and prepare to submit an application for Student Investment Account (SIA) funds. [Several sections of this guidance have been published as stand-alone documents](#) in the case that sharing or using them in more digestible segments is preferred.

Please closely read this document and refer to it throughout your planning and application process over the next six months. This document is necessarily extensive and is designed to bring clarity and transparency to the application process. It is both user-friendly and detailed and should be helpful in answering questions for applicants and their communities as they navigate Oregon's most impactful education investment in three decades.

Instructions for Submission

Eligible applicants must submit a complete application during the application window of March 2 - April 15, 2020. The only two ways an applicant can lose access to their non-competitive grant allocation is by 1) failing to submit an application by April 15, 2020 or by 2) not engaging and completing work to meet application requirements that need attention following ODE's review.

Applicants can expect to submit via a web-based tool. More information on the application portal is expected in February 2020. ODE will provide support to on-time applicants until they meet requirements, as long as applicants are productively engaged and responsive.

Essential information to include throughout your application

As you express the work and planning you've done, please be specific about the roles and ways you've engaged students, staff and families with attention to detail in terms of race, gender, ethnicity, socio-economic status and the focal student groups that are named within the Student Investment Account legislation in the Student Success Act (see the [ODE Engagement Toolkit](#) for Guidance).

Application Development and Support

All applicants have access to technical assistance for SIA planning and grant application development. Pre-reviews and peer-reviews prior to application submission utilizing ESD support and ODE staff is encouraged.

Timeline and Important Dates

These suggested activities and corresponding dates act as a guide to help your district or eligible charter school stay on track to submit your application during the application window.

Suggested Activity	Dates
Review the comprehensive guidance to learn about the component parts of the SIA Application.	December 2019
Continue and complete planning processes while drafting each part of the SIA application. Negotiate agreements with any charter schools invited to participate in the district's SIA application.	January 2020
Provide an opportunity for public review and comments on your plan, budget and application.	February 2020
Obtain school board approval of grant application and agreements with charter schools if applicable. ¹	February - April 2020
Prepare application for submission.	March 2020
Submit complete application to ODE during application window.	March 2 - April 15, 2020

Step-by-Step Guide to Meet All Requirements

Here are 13 steps to guide applicants through the strategic planning requirements for SIA funds set out in [HB 3427](#). This section is a resource for districts and eligible charter schools applying independently to use in self-directed processes. You are welcome to adapt or improve upon what is offered here.

¹ Applicants are required to obtain school board approval of their grant application prior to submitting to ODE. While the grant application will include draft longitudinal performance growth targets, they are for review only.

Steps 1- 5: Collecting, Considering and Reporting on Community Input

The Student Success Act (SSA) requires all eligible applicants for SIA funding to engage all staff and particularly students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care; and other students who have historically experienced disparities in our schools and the families of students within these focal groups. The steps that follow are designed to support an applicants' process to consider the input received by the broader community.

Step One

Engagement Summary. Describe who has been engaged. How have and are community member voices being represented or engaged directly? Assess your overall community engagement efforts, both strengths and challenges. During this initial step, revisit your needs assessment and district continuous improvement plan (CIP) to use the input and priorities identified within them to inform your SIA plan.

For Quick Reference: View the [SIA Application Preview's section on community engagement and input](#) for what you'll be required to submit.

Step Two

Review Your Input. Review the input you've collected and identify the words, phrases, ideas and suggestions that come up consistently. Identify patterns, trends and outliers. Note where your community identified strengths, challenges, and gaps. Ensure the voices of required engagement groups are emphasized in this review.

Step Three

Cluster Your Input. Organize your input to attend to and examine the connections with the priorities outlined in law. Identify input related or connected to meeting students' mental and behavioral health needs. Identify input related or connected to reducing disparities and increasing academic achievement.

Step Four

Check Your Assumptions. Determine what additional input, educational expertise, research and equity review you might need in order to be confident that the data and themes identified are accurate and representative of the community you serve.

Share back to your community, focal students and families and staff with a summary or consolidation of the input. This could identify "areas of agreement" and "areas of dissonance" or prioritization

models to help show needs or places where there is tension that would benefit from continued engagement over the next year or 18 months.

Step Five

SIA Planning. Use the themes and input generated from community input to inform your district's or charter school's SIA priorities and planning, starting with strategies and leading into activities and investments.

For Quick Reference: View the [SIA Application Preview in Section Two](#) for what you'll be required to submit.

Steps 6 - 8: Examining Disaggregated Data

You may have applied a similar process during your needs assessment process as a part of the development of your CIP. The purpose of steps 6-9 is not to simply duplicate that work, but to build off that work with attention to the focal population which the SIA calls out, along with the intent of these funds -- to reduce academic disparities and close achievement gaps and improve mental and behavioral health supports for students.

The bottom line: Don't repeat process for process sake; aim to move through similar steps for planning for SIA funds in a way that takes the purpose of the law and focal student populations into consideration throughout the process. If you have taken these steps, do not repeat them.

Step Six

Identify Disaggregated Data Sources. Select data sources you will review to understand and identify gaps in academic achievement and the focal student groups. Identify data sources you will review to understand more about student mental and behavioral health.

Examples of data sources for academic achievement may include: ninth-grade on-track; third-grade reading; graduation (on-time and 5th year completion); chronic absenteeism; and local data sources you select. Examples of data sources for mental and behavioral health may include: culture and climate data; disproportionate discipline (behavioral referrals, suspensions, expulsions); early learning metrics; social emotional learning measures, self-regulation measures, Essential Skills, etc.

For Quick Reference: [View the SIA Application Preview's section on data sources.](#)

Step Seven

Convene an Inclusive Group to Review Data. If you don't already have a process for data review, establish an inclusive team to review and make meaning of the data. This could be a district team or you could consider including families and students from focal populations, teachers, community-based organizations, service providers, administrators and school board members. Ensure a member of your team has data literacy expertise and intimately understands the data sources to assist with facilitation of this process. For very small districts (less than 10 students) this could be a whole school conversation, not focused directly on student data but considering any patterns over time and how the school assesses student learning.

Step Eight

Examine Data. Determine where gaps or challenges for focal student populations exist. Identify where the data reveal successes and strengths for focal student populations. Assemble other data sources needed to complete the picture of student experiences in your district or eligible charter school.

Steps 9 - 13: Developing Your SIA Plan and Applying an Equity Lens or Tool

Your SIA plan must be for three years (2020-2023) and will name the strategies, activities and actions you believe will cause changes to occur and meet the two primary purposes of the SIA fund. Next year you will have the opportunity to update your plan for the upcoming four year time period (2021 – 2025). The steps below provide an initial starting point for how you might go about developing your plan.

Step Nine

Consider the Recommendations of the Quality Education Commission. Review the recommendations in prior reports to inform your decision-making. The [QEC reports](#) speak to emerging and best practices while naming essential areas of focus for continuous district and school improvement.

Step Ten

Clarify Outcomes. Specify what your district or charter school is prioritizing and hopes will happen for the focal student groups. Through your proposed investments, what changes do you hope will occur over the next three years by executing your SIA plan?

Consider working with this definition for **outcomes**: Changes in the behavior, relationships, activities or actions of the people, groups and organizations with whom a program or the district works directly.² You'll revisit this thinking in the development of longitudinal performance growth targets and a customized evaluation framework for your application.

Step Eleven

Develop Strategies. Identify strategies to support your district or charter school in generating the changes you would like to see. Here's strategy questions that can be helpful in your planning process:

- What will be done to produce an immediate output?
 - What will be done to build capacity? What infrastructure is needed to succeed over time?
 - How will sustained support, guidance or mentoring be provided? By whom?
 - What will or needs to be done to change the physical or policy environment?
 - How will you use media or publications to promote your work?
 - What networks and relationships will be established or used for this to work?
 - What strategies or practices do we need to add?
 - What strategies or practices do we need to give up (those that have produced no results or require too much effort or too many resources relative to the results obtained)?
-

Step Twelve

Funding SIA Plan Activities. Define priorities to focus on for the next three years. Name the specific activities and investments you think will advance your strategies and priorities.

Step Thirteen

Apply an Equity Lens or Tool. Carefully think about the strategies and activities proposed and how they will impact the focal student populations. Apply an equity tool or lens to think deeply about unintended impacts on these groups and which needs may still be unaddressed. [The Oregon Department of Education Equity Lens](#) can be used or adapted if you don't have your own tool or policy for examining policy and planning decisions. [This guide from Race Forward is also a useful starting point.](#)

For Quick Reference: [View the SIA Application Preview's section on your equity lens.](#)

² Taken from "Outcome Harvesting" by Ricardo Wilson-Grau and Heather Britt and published by the Ford Foundation, May 2012. Located online at http://www.outcomemapping.ca/download/wilsongrau_en_Outome%20Harvesting%20Brief_revised%20Nov%202013.pdf

Essential Notes on Allowable Uses

As you work to “pull the pieces together” in order to move through the process to apply for SIA funds, ODE recommends each applicant review the following notes on allowable uses for SIA funds.

Very small districts are supported to apply for SIA Funds in Consortia

We hope that every school district in Oregon will participate in the Student Investment Account and benefit from the Student Success Act. For very small districts, those who meet the qualifications of ‘floor funding’ (at or below 50 ADMw) and where they see benefit in partnering with neighboring districts, ODE will allow for applying in consortia for SIA funds. If a consortia will reach a number higher than 100 ADMw in total, a request to apply in consortia must be received and approved by ODE’s Office of Education Innovation and Improvement prior to application. Applications from a consortia still must be approved by each partnering school district’s board and meet all other application requirements.

Entering in Consortia

Districts who meet the requirements to receive ‘floor funding’ are supported to join in consortia with districts that are within a shared ESD service area.

Investments in Early Literacy and Social Emotional Learning

SIA funds can be utilized to make investment in early learning. There is a significant body of research on interventions and supports to improve early literacy outcomes. This evidence suggests that there are strong benefits to supporting children’s early literacy development as early as possible, before a child arrives at school.

The evidence also suggests that lasting, positive effects on children’s early literacy skills only occur when the interventions, or models, used are of sufficient quality and implemented with fidelity to support children’s outcomes and to have lasting effects. The research also points to the importance of alignment of early literacy approaches across the pre-k to 3rd grade continuum, and underscores the importance of supporting emerging bilingual students’ early literacy development in their home language in addition to English.

Models that include families as partners in early literacy, like Kids in Transition to School (KITS) and Juntos Aprendemos, have proven to boost children’s language and literacy skills, including in their home language.

Models that support children in the weeks or months prior to the start of kindergarten - like KITS, Ready Set Go or district-run kindergarten readiness programs – can boost children’s ability to transition to school and learn literacy skills.

Questions regarding how SIA funds can be used for specific investments in preschool programs remain and are being considered by ODE, the Early Learning Division (ELD), the Governor’s Office, and K-12 and community partners. Flexibility will be offered in the first year with encouragement that districts consider all ELD recommendations regarding effective investments and how to approach quality standards. What isn’t clear at this time are any state planning or budget requirements regarding how SIA funds must be developed towards meeting shared quality learning aims and standards statewide. More information will be released as available.

Evidence-Based Strategies for Class-Size Reduction

Class Size Reduction (CSR) refers to the practice of decreasing the student-teacher ratio as a way to increase the number of individualized student-teacher interactions in order to improve student learning. Numerous studies have been conducted on the effects of class size reduction, and while district and school leaders may question the cost-effectiveness of this strategy compared to other strategies they may employ, there is demonstrable evidence that CSR has a measurable impact on academic and non-cognitive outcomes for students, and in particular for historically underserved students when implemented well.

- Class Size Matters, a non-profit clearinghouse for information on smaller class size, articulated the following benefits of smaller classes in its 2016 publication Summary of [Class Size Reduction Research](#).
- Large reductions in class size in grades k-3 (class size of 15 or less) had academic impacts evidenced four years later ([Tennessee Study of Class Size - STAR](#)).
- Four years of small class size in grades K-3 improved odds for graduating from high school by about 80% ([Finn et al 2005](#)).
- Students of color and those navigating poverty receive especially large benefits from reduced class sizes in terms of test scores, school engagement and dropout rates ([Achilles 2012](#)); ([Wilson 2002](#)).
- Positive effects of class size reduction are twice as large for students of color and those navigating poverty ([Mathis 2016](#)).

-
- Smaller class sizes significantly increase the probability of a student attending college, earning a diploma and earning a STEM degree ([Dynarski et al 2013](#)).

The majority of the research on class size reduction has been conducted in the early grades, particularly k-3. However, there exist a few controlled studies, including longitudinal studies, showing gains in student outcomes for smaller classes up through the eighth grade. In one example, (Mathis 2016) CSR at the intermediate grades are described to have shown gains in:

- Persistence and self-esteem
- Engagement
- Lower drop-out rates
- A possible correlation to performance on NAEP assessments

It is important to note that CSR, in and of itself, is not a silver bullet. Districts that choose to explore CSR must continue to provide professional development to support teacher efficacy, including ensuring that teachers are prepared to use techniques that are particularly suited to small class environments.

Mental and Behavioral Health

At the heart of the SIA, ([detailed in Section 13 of the Act](#)) is the purpose of the grant funds, to:

1. **Meet students' mental or behavioral health needs;** and
2. Increase academic achievement for students, including reducing academic disparities for the focal student populations.

The Oregon Health Authority (OHA) defines mental health as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. Behavioral health is a general term used to refer to both mental health and substance use. Learn more [here](#).

ODE and OHA anticipate jointly releasing a collection of potential investments and optional local metrics focused on supporting and addressing mental and behavioral health for SIA applicant consideration in January 2020.

DECEMBER 2019

⊕ SIA APPLICATION PREVIEW

PREPARE & PLAN FOR APPLICATION SUBMISSION

A COMPLETE LOOK AT HOW
YOU WILL APPLY FOR
STUDENT INVESTMENT
ACCOUNT FUNDS.

This preview of the SIA application is created for informational purposes only. It shares the content of what applicants will be asked to submit through an application portal. Please only use as a tool to plan or prep.



Section Two: SIA Grant Application Preview

Part One: General Information

This preview of the SIA application is created for information purposes only. It shares the content of what applicants will be asked to submit through an application portal. It may be revised slightly for clarity, logistical, use-ability, or formatting purposes. It is provided here only as a tool to plan and prepare.

Applicant

School District or Eligible Charter School Name:

Institution ID:

Webpage (where SIA Plan will be posted):

Contact Person

First Name:

Last Name:

Email:

Phone Number:

Part Two: Narrative

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months this may also be used by your district to quickly explain your investments to community, local legislators, media, and other partners. Please write 3-6 paragraphs and provide the following information:

- A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).
- The exact need(s) or issue(s) SIA funding will address as outlined in your 3 year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).

Make Your Words Count

Word limits are intended to support clarity and brevity in your application.
We appreciate your efforts to distill information.

Part Three: Community Engagement and Input

Overview of Community Engagement

Describe your approach to community engagement. (250 words or less). Ensure your response includes:

- Who you engaged
- Frequency / occurrence
- How you ensured engagement of staff and each of the focal student groups and their families
- Key information you collected
- Who you partnered with in the engagement efforts

Self-Assessment of Community Engagement

Please share a self-assessment about the quality and nature of your engagement of focal students, families and the staff more broadly. If the goal is meaningful, authentic and ongoing community engagement, where are you at in that process? What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagement? (500 words or less)

What relationships and/or partnerships will you cultivate to improve future engagement?
(150 words or less)

What resources would enhance your engagement efforts? How can ODE support your continuous improvement? (150 words or less)

Who was Engaged?

Select all of the community members / groups you engaged for this process:

- ☐ Students of color
- ☐ Students with disabilities
- ☐ Students who are emerging bilinguals
- ☐ Students navigating poverty, homelessness, and foster care
- ☐ Families of students of color
- ☐ Families of students with disabilities
- ☐ Families of students who are emerging bilinguals

-
- ☐ Families of students navigating poverty, homelessness, and foster care
 - ☐ Licensed staff (administrators, teachers, counselors, etc.)
 - ☐ Classified staff (paraprofessionals, bus drivers, office support, etc.)
 - ☐ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
 - ☐ Tribal members (adults and youth)
 - ☐ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
 - ☐ Business community
 - ☐ Community leaders
 - ☐ Other _____

How did you engage your community?

Select all of the strategies / activities you deployed to engage your community:

- ☐ Survey(s) or other engagement applications (i.e. Thought Exchange)
- ☐ In-person forum(s)
- ☐ Focus group(s)
- ☐ Roundtable discussion
- ☐ Community group meeting
- ☐ Website
- ☐ Email messages
- ☐ Newsletters
- ☐ Social media
- ☐ School board meeting
- ☐ Partnering with unions
- ☐ Partnering with community based partners
- ☐ Partnering with faith based organizations
- ☐ Partnering with business
- ☐ Other _____

Evidence of Engagement

Upload top five artifacts of engagement.

Artifacts may include, though are not limited to: survey data, meeting minutes, synthesized/summarized reports of input collected, evidence of how input was collected, communications and engagement plans and processes for outreach. Artifacts may be in the form of documents, pictures, videos, etc.

Tell us why you selected the artifacts you did. How do they show evidence of engaging focal student populations, their families and the community? (250 words)

Strategies and Activities for Engaging Focal Student Populations and their Families

Describe the **strategies** (at least two) that you executed to engage [each of the focal student groups](#) and their families present within your district and community. Your response should include why the strategies were used. (500 words).

Strategies and Activities

Strategies inform long-term goals, have a theory of action or impact, and consider resources, context, people and timelines.

Activities are much more concrete and are oriented to smaller steps or shorter time frames within the arc of a given strategy or set of strategies. Activities generally have specific resource allocations and might also be called *initiatives, tactics, investments or work plans*.

Strategies may include, though are not limited to: leveraging partner organizations and existing networks; approaching focal student populations and their families first; designing a communications and engagement plan for your district or charter school to implement.

Describe the **activities** (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the activities were used. (500 words)

Activities may include, though not limited to: social media, websites, webinars, personalized emails, surveys, in-person forums, focus groups, community gathering, school board meeting, use of community based organization, coffee chat, newsletter, local media, roundtable discussion.

Strategies and Activities for Engaging Staff

Describe the **strategies** (at least two) that you executed to engage staff. Your response should include why the strategies were used. (500 words) *Please note: your strategies for staff may be the same or different for the focal engagement with student populations and their families.*

Describe the **activities** (at least two) that you employed to engage staff. Your response should include why the strategies were used. (500 words) *Please note: your activities for staff may be the same or different for the focal engagement with student populations and their families.*

Collecting and Using Input

Describe and distill what you learned from your community and staff. Ensure your response includes:

- What you learned or are actively learning
- How you applied the input to inform your planning

(250-500 words)

Part Four: Data Analysis

Data Sources

Describe the data sources used and how the data informs equity-based decision-making. (150 words or less)

Part Five: SIA Plan

Your SIA plan must be for three years. It names the strategies, activities and actions that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also reflects the choices you've made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds. In this section, you'll be required to upload and share how you applied an [equity lens](#) or tool in your engagement, planning and decision-making.

We are not setting a firm limit on plan page size or word count for the SIA Plan. We suggest your written plan be between five and 20 pages. Along with your written plan, you'll be asked to complete and submit an [SIA Integrated Planning Tool](#) (optional, see below) and **SIA Budget** (template to be release in January 2020).

Key Elements of Your SIA Plan: Outcomes, Strategies, Activities and Priorities

The SIA Plan itself includes the following elements and the suggested questions are offered as a guide to support your planning:

- **Outcomes** are the changes you're trying to cause.
- **Strategies** inform long-term goals, have a theory of action or impact, and consider resources, context, people and timelines.
- **Activities** are much more concrete and are oriented to smaller steps or shorter-time frames within the arc of a given strategy or set of strategy. Activities generally have specific resource allocations and might also be called "initiatives," "tactics," "investments" or "work plans."
- **Priorities** identify an order or level of focus for different strategies and activities. Where a district or school might have several desired strategies and activities to advance those strategies, priorities signal what will be focused on amidst time and resource availability.

Outcomes

Your SIA plan will likely have multiple outcomes. Outcomes can be described as the changes you are trying to cause. They might be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behavior, practices or beliefs; etc.

What changes do you hope will happen over the next three years by executing your SIA plan? Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?

Strategies

Your SIA plan may focus on multiple (more than one) strategies over a 1-3 year period. Strategies are the plans designed to achieve and reach your intended outcome(s).

- What means (strategies) will be used to create change in your district or eligible charter school?
- What spending priorities have you decided to focus on for the next three years?
- What evidence or theory of action have you considered that indicates this strategy will bring about the changes you are targeting?

Activities

Your SIA plan outlines specific actions, activities and investments. For purposes of efficiency and review this will be considered your budget narrative.

- What activities and investments are you planning to make to advance your priorities?
- What are the focused ways you plan to utilize the SIA investment (and possibly other braided funds) to reach your identified outcomes?

-
- Who is responsible for implementing the activities and investments? What are the timelines for changes in strategy?
 - What is your model for continuous evaluation of the return on investment or impact of this investment?
 - How are the resource allocations in your budget reflective of the changes your planning is intended to cause?

Support for Tiered Planning

“Tiered Planning” refers to an eligible applicant’s approach to proactively anticipate and consider modifications to SIA Plan activities and expenditures as a result of workforce shortages or other scenarios where initial plans and priorities may require adjustment. **ODE will accept tiered plans that accommodate for these variables by adjusting the strategies and activities and expenditures.**

Priorities

In order to support tiered planning for SIA funds, please share what you think we need to understand about your priorities for the first three years. Consider the following questions:

- Where do you expect to put most of your focus, resources, and energy in the first year?
- Using “High/Medium/Low” or “A/B/C” please provide a narrative description of your priorities over the first three years.
- In what ways might your priorities shift within a given year based on resource availability (including human resources or skilled consultant supports you are planning for)?

SIA Integrated Planning Tool

ODE has developed an optional [SIA Integrated Planning Tool](#) as a resource for districts that supports alignment with the information required within the SIA plan. Alternate tools or approaches are allowed in addition the narrative information called for in the application.

Budget

Upload a completed SIA Budget Template. ODE will release an SIA budget template in late January 2020.

Equity Lens or Tool

Upload the [equity lens](#) or tool you used to inform and/or clarify your plan.

Describe how you used the uploaded equity lens or tool. (250 words or less)

Draft Longitudinal Performance Growth Targets – FOR PREVIEW ONLY

For a complete preview of the SIA application, we are including this section where we will ask SIA applicants to provide their **DRAFT** Longitudinal Performance Growth Targets and the ODE [Worksheet](#) outlined later in [“Developing a Common and Customized Monitoring and Evaluation Framework.”](#)

While asked for at the time of submission, ODE will not, in accordance with [HB 3427](#), consider the growth targets and documentation provided in this section as part of its review and determination if application requirements have been met.

Co-development and agreement on a monitoring and evaluation framework for each SIA applicant, including the Longitudinal Performance Growth Targets, will take place once an applicant has been determined to meet all requirements.

For this reason, **ODE does not recommend school board approval of the longitudinal performance growth targets or any other evaluative criteria until a corresponding grant agreement is co-developed and approved by the applicant and ODE after submission and approval of the SIA Application.** [Please see section four in this document for more information.](#)

Part Six: Use of Funds

Allowable Uses

Which of the following [allowable use categories](#) is your plan designed to fund within? Select any or all.

- ☐ Increasing instructional time
- ☐ Addressing students’ health and safety needs
- ☐ [Evidence-based strategies](#) for reducing class size and caseloads
- ☐ Expanding availability of and student participation in well-rounded learning experiences

Meeting Students Mental and Behavioral Health Needs

Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

- ☐ Increasing instructional time
- ☐ Addressing students’ health and safety needs
- ☐ Evidence-based strategies for reducing class size and caseloads
- ☐ Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to: (500 words or less)

- Meet students’ mental and health needs; and

-
- Increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

Addressing the Needs and Impact on Focal Student Groups

The act supports “targeted universalism.” This means that all students can benefit while focus can be given to target or focal student groups.

Describe the potential academic impact for all students **and** the focal student groups based on your plan to use funds. (500 words or less)

What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you’ve drafted or otherwise experience the supports or changes you hope your plan causes? (250 words)

Focal Student Groups

Focal student groups are students: of color; with disabilities; who are emerging bilinguals; or those navigating poverty, experiencing homelessness, or in foster care.

Part Seven: Documentation and Board Approval

Evidence of Board Approval

Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.).
Share link where the plan exists on a public website.

Part Eight: Public Charter Schools (if applicable)

Do you sponsor a public charter school(s)?

- ☐ Yes
☐ No

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

- ☐ Yes
☐ No

Did any public charter school(s) you invited to participate in your SIA plan decline to participate?

- ☐ Yes
☐ No

Collaboration

Describe the process you took to collaborate with public charter(s) schools in doing community engagement. (150 words or less)

Agreement(s)

If applicable, upload charter school SIA specific agreement(s). Upload multiple if relevant.

Applicant Assurances

By checking the boxes below, the school district or charter school assures: *(check each box)*

- ☐ Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning.
- ☐ Input from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used).
- ☐ Disaggregated data by focal student group was examined during the SIA planning process.
- ☐ [The recommendations from the Quality Education Commission](#) (QEC) were reviewed and considered.
- ☐ The district's SIA plan is aligned to its CIP. [Not required for eligible charter schools]
- ☐ Agreement to provide requested reports and information to the Oregon Department of Education.

⊕ **EVALUATION AND REVIEW PROCESS**

HOW APPLICATIONS WILL BE EVALUATED

A GUIDE FOR
UNDERSTANDING ODE'S
PROCESS FOR APPLICATION
EVALUATION AND REVIEW.

Three steps make up the SIA application review process and will be utilized to ensure the application meets the requirements outlined in Section 10 of the law, informed by the values and principles shared in this document.

Section Three: Application Evaluation and Review Process

Values and Principles Informing Evaluation and Review Process

Meeting the vision and fulfilling the promise of the Student Success Act (SSA) and the Student Investment Account (SIA) requires significant partnership, attention, and commitment from each community, district and the Oregon Department of Education (ODE). Oregon education leaders have been listening to the hopes, concerns and calls for accountability from many different voices and perspectives. New funding and investments that come from the Student Success Act will make a difference in relation to our state's capacity and will take responsibility to grow "internal accountability"³ for what happens with each and every child and community. ODE has identified five principles that will guide our approach to reviewing SIA applications and co-development of the longitudinal performance growth targets for each eligible applicant.

- 1. Keep it as simple as possible.** The SIA is complex. In seeking to support nuance and honor different community needs and contexts, the legislature put forward detailed expectations for districts and ODE. Within that framework, ODE aims to keep what it asks of districts and other eligible applicants to document and communicate as simple and tied to the language of the act as possible.
- 2. Offer the right amount of challenge and support.**⁴ Student development theory offers a helpful framework for thinking about how to approach engagement between ODE and applicants. ODE's constant challenge and priority will be to balance offering steady and useful support to applicants while being clear about the role ODE plays to monitor, evaluate and intervene where called to do so.
- 3. Treat "complying with application requirements" like educators treat student work.** As a student applies effort in coursework but needs time to revise, re-engage with materials or be supported with an accommodation, educators step in to provide needed supports. While the relationship between ODE and SIA applicants is not entirely the same, this principle will inform our review process. SIA applicants will either meet the requirements put forward in the

³ Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York: Teachers College Press.

⁴ "Sanford's Challenge & Support Theory." *Imjoeboe*, 28 Apr. 2011, c.

legislation or they won't. If they don't, the standard doesn't change but ODE can mobilize and partner to support the applicant in meeting application requirements as long as the effort is mutual.

4. **Grow shared responsibility and public confidence.** According to research from the Pew Charitable Trust, more than 80 percent of Americans believe we can and must improve confidence and trust in each other and in public institutions.⁵ In Oregon we must work together to build trust and confidence across communities in a reimagined educational system that centers well-being, equity and excellence for each and every child. How we collectively implement the SSA and SIA is essential to the outcomes we seek. New ideas and approaches to building shared ownership and growing public confidence will be pursued so that we can ensure patience, sustained investment, and trust as we implement the SSA over the decades to come.
5. **Lay groundwork to increase alignment between state and federal investments and initiatives.** As we design and launch the SIA, ODE will identify ways to merge or link process steps, effectively pruning and prioritizing what is asked of districts and identifying opportunities to braid funding sources, while decreasing the impact and workload from more than 80 distinct statewide educational investments.

Not Meeting Requirements

ODE will work with each applicant until the application is complete and meets all requirements. **The only way an applicant would lose the opportunity to access non-competitive SIA funds is if an application is not submitted by April 15, 2020 or if the applicant doesn't engage and complete work to meet application requirements that need attention after initial review.**

⁵ Rainie, Lee, et al. "Americans' Trust in Government, Each Other, Leaders." Pew Research Center for the People and the Press, 22 July 2019, www.people-press.org/2019/07/22/trust-and-distrust-in-america/.

What Makes a Complete SIA Application?

SIA Applications consist of:

- Responses to the application form (general information, executive summary, community engagement and input, data analysis and equity tool or lens);
- A completed [SIA Integrated Planning Tool](#) (applicants may use ODE's provided tool or an alternate that meets the requirements);
- Identification of the use of funds and how plan priorities will meet the purposes of the law and address the needs of focal student populations; and
- A completed budget.

**Longitudinal Performance Growth Targets are not formally part of the application and will not be reviewed in determining if application requirements are met. ODE is asking applicants to share their drafted Longitudinal Performance Growth Targets so that when an application is determined as meeting requirements, ODE and the applicant can move quickly into the "co-development" and approval of the Longitudinal Performance Growth Targets.*

Evaluation Criteria

All applicants will be expected to meet the requirements outlined in law. For this first year of evaluating SIA applications, a simple and standard review tool will be used by ODE to determine if an applicant meets the following requirements:

1. Planning Process and Community Engagement
2. SIA Plan and Budget
3. Public Review and Board Approval

Evaluation Tool

ODE staff reviewers will use the tool below to evaluate each SIA application.

1. Planning Process and Community Engagement

Requirement	Meets Requirements	Does Not Meet Requirements
1.1 Engagement efforts were inclusive of staff; students of color; students with disabilities; emerging bilingual students; students navigating poverty; homelessness and foster care; and the focal student groups' families.		
1.2 The planning process takes into account input from the engagement process.		
1.3 A minimum two strategies and two activities were described and five artifacts were provided as evidence of community engagement.		
1.4 Review of disaggregated data by focal student groups were used to inform equity-based decisions.		
1.5 Considers the recommendations from the Quality Education Commission .		
1.6 The CIP needs assessment informs or was considered in SIA planning.		

2. Three-Year Plan

Requirement	Meets Requirements	Does Not Meet Requirements
2.1 Identifies which of the allowable uses will be designated to meet student mental and behavioral needs.		
2.2 Includes an informed description of how the allowed uses will be used to meet students' mental and behavioral health needs; increase academic achievement for		

students; and reduce academic disparities for the focal student groups.		
2.3 An analysis of the potential academic impact for all students and focal student groups is included in the use of funds.		
2.4 Includes and applies an equity lens or tool to examine the impact on focal student populations.		
2.5 Activities and investments are sufficiently described (budget narrative) and outline uses of funds that align with the plans provided.		

3. Public Review and Board Approval

Requirement	Meets Requirements	Does Not Meet Requirements
3.1 SIA Plan is available on district or eligible charter school webpage and main office.		
3.2 Oral presentation of the SIA Plan to the governing body of the grant recipient at an open meeting was completed by an administrator.		
3.3 Opportunity for public comment was provided.		
3.4 Evidence of approval by the school board or governing body of the SIA Plan, Application, Budget, and any agreements with charter schools covered in a district's application.		

Review Process

Three steps make up the SIA application review process and will be utilized to ensure the application meets the requirements outlined in Section 10 of the law, informed by the values and principles outlined above.



STEP ONE: ODE Staff Evaluation and Assessment

The initial step for application review will be completed by ODE staff reviewers, who will be trained to review and evaluate plans according to the evaluation criteria and overall SIA guidance. Attention will be given to teaming ODE reviewers who bring a diversity of lived and professional experience.

Purpose: The purpose of this review is to conduct a *comprehensive evaluation* of the application to ensure 1) application completion; 2) legal sufficiency; and 3) clearly defined use of funds that meet the intent of the law.

Method: Reviewers are expected to review the information submitted by the applicant and make an assessment using the evaluation criteria. Reviewers will have access to applicant's disaggregated data and CIP submissions. Reviewers will reach agreement on one of four assessments:

- A. Application Complies with Requirements
- B. Application Will Comply with Requirements with Small Changes
- C. Application Needs Additional Review to Make a Compliance Determination
- D. Application Needs Significant Changes to Comply with Requirements

Reviewers will develop and complete a distillation of their findings to present to a Quality Assurance and Learning Panel. This will include a summary of the application, location and demographic information of the applicant, description of community engagement, planned uses for SIA funds and

the sharing of the reviewers' assessment regarding if the applicant complied with the requirements set forth in HB 3427.

STEP TWO: Facilitated Quality Assurance and Learning Panel

Organisation for Economic Co-operation and Development's (OECD) Learning Framework for 2030⁶ identifies the importance of the mobilization of knowledge to support educational systems change. In plain language, this is about learning within and across schools, districts and communities. This step is also designed to meet our value to **grow shared responsibility and public confidence** in the SSA and our public schools.

The basic concept is to bring together panels of people to review and affirm the work of *ODE staff* while increasing learning about the work being done in districts, charter schools and communities across the state of Oregon.

Given that this is a new approach for ODE, please review the following details closely.

Purpose: The purpose of the Quality Assurance and Learning Panel is to:

1. Support public understanding and grow confidence in the implementation of the SIA;
2. Create conditions conducive for learning across districts and communities; and
3. Support ODE's review efforts with a quality check.

Panel Design, Composition and Process: As applications are submitted within the submission window of March 2 - April 15 2020, ODE will facilitate panels that will convene each week for approximately six weeks. Each panel will have the capacity to review –eight to 12 ODE assessments on a given day.

⁶ Organisation for Economic Co-Operation and Development, [www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](http://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf).

A Quality Assurance and Learning Panel will ideally be composed of:

- Practicing or retired educators;
- students;
- Community partners;
- Family members and/or advocates representing/serving parents and families;
- Representatives from philanthropy or business;
- School board members and elected representatives;
- School and district administrators - including ESD leaders.

Panelists will engage with ODE staff when reviewing applications that are outside of their experience and region and no conflicts of interest will be permitted.⁷ While the make-up of each panel may be unique, the process will follow a consistent and uniform protocol.

Panelists will receive a video orientation and meet for an orientation session on the day of their service.

Panel sessions will follow a consistent protocol facilitated by ODE staff. ODE will document their learning throughout the process to improve future planning and review cycles.

The session will begin with the ODE staff reviewers completing a seven-minute summary and distillation of the application along with naming their assessment:

- A. Application Complies with Requirements
- B. Application Will Comply with Requirements with Small Changes
- C. Application Needs Additional Review to Make a Compliance Determination
- D. Application Needs Significant Changes to Comply with Requirements

Sample Agenda Quality Assurance and Learning Review Panel

Orientation

ODE Staff Summary and Assessment

- Summary of application (name, location, demographics)
- Summary of SIA Plan
- Description of community engagement
- Assessment

Protocol for Questions

Process for Decision-Making to Affirm

ODE Assessment

⁷ ODE will document and confirm that panelists don't consider ODE assessments for any applicants based on conflicts of interest, including being in the same region of the state or prior experience.

Panelists will be facilitated through a protocol to ask clarifying questions, questions that have brief factual answers and then probing questions.

Panelists will then be asked to move through a sequence for decision-making supported by the facilitator.



The first vote will use a participatory decision making structure called “Fist to Five.”

The question panelists are asked is, “Do you affirm the assessment made by the ODE Staff reviewers?”

Panelists will then communicate their answer to the question with a show of hands using the following guide.

Fingers	Perspective
5 = Moving Forward	<i>“I think the ODE reviewers’ assessment is very accurate.”</i>
4 = Solid Support	<i>“I have confidence in the ODE reviewers’ assessment.”</i>
3 = Comfortable Enough	<i>“I’m not in total agreement with the assessment but I feel comfortable enough and can support the assessment without further discussion.”</i>
2 = Minimal Support	<i>“I am moderately comfortable with the assessment as it has been offered, but would like to discuss some minor issues.”</i>
1 = Strong Reservations	<i>“I have strong reservations about the assessment and want to discuss certain issues.”</i>
Fist = Strongest of Concerns	<i>“I have the strongest of concerns and need to talk more about the assessment. This application and the ODE assessment needs additional review.”</i>

Quick Decision: If the panel is all 3’s, 4’s and 5’s the review is complete and the assessment of the ODE reviewers is advanced.

If any panelists hold up a 2 or below, they have the opportunity to briefly name their insights or concerns to the group. Those with a fist have time to share why they believe the direction contradicts

a core value or aim of the legislation. While brief, this time for the sharing of concerns offers a powerful practice of hearing concerns and needs that might otherwise be missed in moving directly to a majority vote.

2nd and Final Round: An “official” majority vote is then taken by a show of hands or voice vote with the results standing, recorded and announced. If the panel affirms the ODE reviewers’ assessment by either Quick Decision or 2nd and Final Round, the process moves ahead.

In the case that the panel does not affirm the assessment offered by ODE reviewers, the application is forwarded into the third step for additional review. **The panel is not determining whether or not an application meets the requirements. The panel is either affirming or challenging the assessment made by ODE Staff and spurring additional review processes for that given application.**

STEP THREE: Additional ODE Review

A diverse team of senior ODE leadership will meet and provide additional review for any applications that are advanced to this step. This team will meet with the initial ODE staff reviewers and consider notes from the Quality Assurance and Learning Panel. Applicants and their supporting ESDs may be consulted or engaged with additional questions in this process. The team will make a final assessment which will be reviewed and signed off on by the Assistant Superintendent for the Office of Education Innovation and Improvement.

⊕ **LONGITUDINAL PERFORMANCE GROWTH TARGETS**

CREATE A COMMON & CUSTOMIZED FRAMEWORK

HOW TO DESIGN YOUR MONITORING AND EVALUATION SYSTEM.

The following information and guidance is set out by the Oregon Department of Education (ode) to assist applicants with their initial development of longitudinal performance growth targets, progress markers and optional local metrics.

Section Four: Longitudinal Performance Growth Targets

Orientation to ODE's Approach

The practices and approaches being invested in by the Student Investment Account are intended to be an important part of overall district and system improvement efforts. The longitudinal performance growth targets required by the [Student Success Act](#) can provide a picture of key points of student progress and growth. They don't, however, show every aspect of student growth or cohort growth, nor are they intended to. It is important to acknowledge that several of the ways SIA funds can be used do not and will not directly or immediately correspond to changes in the common metrics established in the Act (Section 12) for ODE to monitor performance.

This guidance on setting longitudinal performance growth targets is extensive. It is both conceptual and technical. It will be helpful for districts to review the information closely. Our hope is to avoid accountability pitfalls experienced in No Child Left Behind, Race to the Top, education compacts, and other education initiatives over the last few decades. Previous accountability measures sometimes centered more on ideals than achievable outcome improvement, served to narrow the curriculum, shamed and blamed schools supporting underserved students, over promised or oversimplified outcomes, were distilled in media reports as mostly about rankings and did not balance aspirational and realistic targets.

Instead, ODE is applying the following values in setting out guidance in this area:

1. **Monitoring and evaluation is central to *learning*.** Supporting the development and use of measures that are authentic, ambitious *and* realistic, and consider student and system growth over time is essential to support system learning and successful SIA implementation.
2. **Context matters.** Oregon has several districts with more than 10,000 students. It has almost as many *districts* with fewer than 10 students. Approaches to the development and monitoring of longitudinal performance growth targets must be flexible, responsive and adaptive.
3. **Center the two core purposes of the SIA - to improve student health and well-being and achieve equity-based outcomes in student learning.** Provide support and name challenges to advance this work with integrity.

-
4. **Progress is not linear and all measures of progress are not created equal.** We have the opportunity to develop and grow an approach to monitoring and evaluating systems for district learning and performance.

A Common and Customized Framework

Common Metrics

Section 12 of the Student Success Act provides the statutory requirements for longitudinal performance growth targets.

“Common metrics” were identified in the legislation to help districts, eligible charter schools and the state measure the success of the activities funded by the SIA. These metrics are:

1. **Four-year Graduation** -- The percentage of students earning a regular or modified diploma by the end of the summer following their first four years in high school.
2. **Five-year Completion** -- The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.
3. **Third Grade Reading** -- The percentage of students proficient on statewide English language arts (ELA) assessments in 3rd grade.
4. **Ninth Grade On Track** -- The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.
5. **Regular Attenders** -- The percentage of students attending more than 90 percent of their enrolled school days.

Each of these common metrics are research-based indicators of the effectiveness and health of our educational system.

Additionally, these metrics are influenced by what systems and schools do to target improvement. These metrics can be slow-moving, lagging measures that can be difficult to explicitly link to or be solely reflective of the allowable investments within the SIA.

What's Required

The law states that ODE shall collaborate with eligible applicants in the development of applicable longitudinal performance growth targets and that these targets must:

- Be based on data available for longitudinal analysis; and
- Use overall rates for districts and gaps in disaggregated rates.
- Include the common metrics and any locally defined metrics included in an applicant's plan.

It is important that SIA applicants and ODE co-develop and build a framework for monitoring and evaluation that supports variance in needs and investment and reflects system improvement and growth over time.

Applicants are expected to be comprehensive in developing longitudinal performance growth targets for each of the common metrics.

Longitudinal Performance Growth Targets to be Submitted with your Application

ODE will review all applications for SIA funds that comply with the application requirements of Section 10 of the Student Success Act. **Longitudinal Performance Growth Targets are *not* formally part of the application and will *not* be reviewed in determining if application requirements are met.** ODE is asking that districts share their drafted Longitudinal Performance Growth Targets so that when an application is determined as meeting requirements, both parties can move quickly into the “co-development” phase of work to set longitudinal performance growth targets.

Longitudinal performance growth targets must apply to **the applicant as a whole and to the following student groups, which have historically experienced academic disparities** (as defined by [House Bill 3427](#)):

- Students eligible for Free or Reduced Prices school meals
- Students with disabilities
- English learners
- American Indian/Alaska Natives
- Black/African Americans
- Hispanic/Latinos

-
- Native Hawaiian/Pacific Islanders
 - Homeless students
 - Students who are foster children⁸

Additional Focal Student Groups

The State Board of Education may also define additional student groups to which targets must apply, but has not yet added additional groups. Applicants may also choose to identify additional student groups to which targets apply. We refer to the student groups above as “focal groups” or (when referring to a single one of these groups) as a “focal group.”

What You’ll Develop and Submit

Each applicant and ODE will co-develop 5-year targets, baseline and stretch targets for each of the common metrics (4-year graduation, 5-year completion, 3rd grade reading, 9th grade on track, and regular attendance) and gap closing targets for each of the five common metrics.

- Start with the end in mind: where do you want to be in five years? **(this is your 5-year target)**
- How will you get there? **(these are your baseline and stretch targets)**
- How will you begin to close gaps for the focal student groups? **(these are your gap closing targets)**

Check out the [simplified worksheet](#) ODE created to support your initial efforts.

When a Grant Recipient Does Not Meet Performance Growth Targets

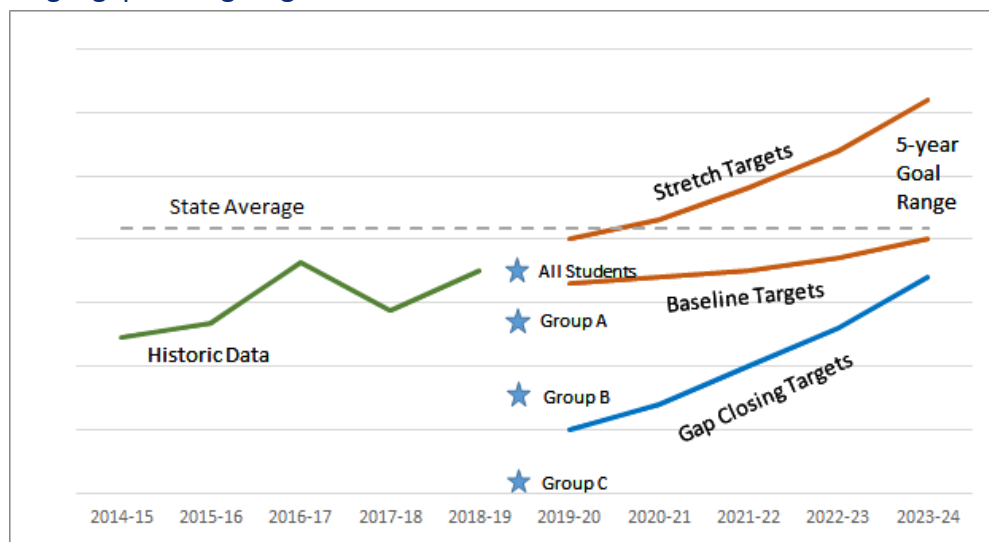
ODE may provide extra supports to districts that do not meet growth targets. However, the law acknowledges that an applicant’s progress toward targets may be sporadic, or subject to unexpected changes in circumstances. To that end, a grant recipient may submit an explanation for the reasons why the growth targets were not met; and ODE may:

- Take into consideration the explanation submitted by the grant recipient;
- Require the grant recipient to enter into a coaching program; and/or
- Direct the expenditure of SIA funds.

⁸ Data for this student group is not yet available for all indicators.

A Visual to Inform Our Work Ahead

The graph below shows baseline and stretch targets for the “all students” over five years along with a single gap closing target.



Progress Markers

For each of the five common metrics, ODE is introducing the use of “**progress markers**” - sets of indicators that identify the kinds of changes we would expect and like to see in policies, practices and approaches over the next **three years** that we think would lead to applicants reaching their longitudinal performance growth targets.

Progress Markers

Progress markers⁹ offer a set of potential milestones that grant recipients and ODE can look for and map to show progress towards the longer-term changes that would be reflected in the common metrics.

Progress markers illuminate the depth and complexity of changes that advance overtime. Moving from early and expected changes, towards likely changes; and extending all the way toward profound changes desired based on the efforts of SIA applicants.

⁹ Earl, S., Carden, F., & Smutylo, T. (2001). *Outcome mapping: building learning and reflection into development programs*. Ottawa: IDRC.

The theoretical underpinnings of progress marker development for ODE is informed by [Outcome Mapping](#) - an approach to planning, monitoring and evaluation that puts people at the center, defines outcomes as changes in behavior, and helps measure contribution to complex change processes.

Applicants may Customize with Optional Local Metrics and Progress Markers

Districts and eligible charter schools are encouraged to put forward additional progress markers toward the common metrics based on the framework provided.

Applicants may also elect and are encouraged to put forward optional local metrics (in addition to the five common metrics) that may more accurately align to the particular strategies, activities and investments outlined in their SIA grant application and plan.

For example, where a district might be prioritizing investments in reading proficiency, they are welcomed and encouraged to consider a range of optional metrics in addition to the 3rd Grade Reading Common Metric. A district could add their own formative and interim assessment strategies and data along with assessments of Cognitive Academic Language Proficiency that might show measures of literacy in languages other than English or show a fuller student learning profile that they want to customize and use as part of their overall monitoring and evaluation framework.

Based on our understanding of legislative intent, ODE is purposefully being very open on local metrics in the first year of implementation. SIA applicants have the opportunity to consider a broad array of approaches. That stated, applicants are encouraged to carefully consider the impact of applying any selected metric in an accountability framework – some measures are best used in support of learning between an educator, student and family. Considering the purpose of a metric and its intended application, the impacts on equity and the metric’s validity and reliability is recommended. Districts might also consider where any optional metrics fits within its own assessment system.

Attending to Oregon’s Smallest Districts

ODE recognizes the importance of local context and the need for a differentiated approach for very small districts, especially those within the “floor” of SIA grant allocations with a student body of fewer than 50 students. **For applicants that meet this criteria, ODE will focus solely on the local metrics and the progress markers. While ODE will monitor changes to the required five common metrics, Oregon’s smallest districts will not be required to provide any projections or forecasts of these measures.** Technical assistance will also be available through ODE and regional ESDs to support your work.

Taken together, we believe these tools and approaches provide for a common and customized monitoring and evaluation framework for each SIA grant recipient and ODE to use throughout SIA implementation.

A Foundational Year

At the start of the 2020-2021 school year, grant recipients will implement their SIA plans (which extend over three years) and begin monitoring progress toward meeting their longitudinal performance growth targets. **The first year of implementation is a foundational year.** It is unique in that grant recipients are required by law to re-visit each aspect of SIA planning in engaging with focal students, families, staff and community to set four-year plans (which will extend from 2021-2024) with a two-year implementation window. This “repeat” process is both a challenge and a significant opportunity.

One of the opportunities ODE has identified is using the first year of longitudinal performance growth target setting as a “foundational year” in utilizing the conceptual framework described above and the detailed technical guidance that follows. While the monitoring process and target setting is real and substantial for the first year, ODE will allow SIA applicants to adjust their five-year projections, progress markers and optional local metrics in the application and co-development process we will move through in the spring and summer of 2021.

Using the first year of implementation to grow comfort and learning across the state with this framework and to further develop and refine the progress markers will support getting a strong foundation “set” for the next four year-plans which we then will keep as constant and unchanged as possible.

The Starting Point for a Collaborative Process

The following information and guidance aims to assist applicants with the initial development of longitudinal performance growth targets.

ODE Will Provide Disaggregated Data and Data Visuals

ODE will provide all districts and eligible charter schools who are applying independently for SIA funds with disaggregated data for the five prior years for each focal student group. This data will be packaged and available for applicants in January 2020.

A Note on Suppressed Data

Where the number of students (n) is 10 or fewer in any group, ODE will provide this information in a format that is both suppressed and unsuppressed. To protect the privacy of students, unsuppressed information will be for district internal use only. Only suppressed information should be used when presenting this information in any public setting.

The data provided by ODE to districts and charter schools applying independently will show disaggregated data by each of the SIA focal groups as well as aggregate scores for each of the five common metrics set out in the Student Success Act: 1) four-year graduation rates, 2) five-year completion rates, 3) 3rd grade reading proficiency rates, 4) 9th-grade on track rates; 5) regular attender rates. This information will be provided as an input and support the planning process. Applicants are encouraged to review their own disaggregated data in addition to what ODE provides in an effort to personalize their own planning process.

ODE will provide a simple data visualization looking at longitudinal performance for the past five years along with a potential forecast for the next five years. **The forecast is *not* a directive but an input to help districts and eligible charter schools draft, establish and agree on longitudinal performance growth targets as required by the Student Success Act.** There is no single formula for setting these targets as investments in programs and interventions will vary from district to district.

Please note: Grant agreements, and therefore the longitudinal performance growth targets, are not valid until approved by ODE and the governing body of the eligible applicant at an open meeting.

Keep the Conversation Going

Consider how you might share and discuss your draft work with your leadership teams, community, student groups and school board. While this information can be complicated to communicate due to the technical and complex nature, we encourage you to share the big picture. This might include explaining longitudinal performance growth targets, a snapshot of data for each metric and focal student group population, an explanation of progress markers and how you'll track progress year over year, and most importantly, what they can do to stay involved.

ODE and ESDs Will Engage with Each Applicant to Collaboratively Set Growth Targets

Once an application meets all requirements, ODE will partner with ESDs to engage with the applicant in a collaborative process to set longitudinal performance growth targets. The longitudinal performance growth targets applicants submit as drafts in their application submission will serve as the starting point for the collaborative process between ODE and the applicant.

ODE Will Provide Online Webinars and Workshops to Support Understanding

In January-February of 2020, ODE will provide webinars and workshops to support applicant understanding and tools to develop draft longitudinal performance growth targets ahead of the SIA application window. This will be done in collaboration with ESDs.

SIA Grant Applicants are asked to:

Examine Disaggregated Data

Examine the data and longitudinal performance forecast provided as an input by ODE for your consideration in setting your own growth targets.

Complete a Growth Target Worksheet

Completing the [ODE provided worksheet](#) to develop longitudinal performance growth targets can help applicants identify questions, get support, and make any adjustments ahead of submitting their draft longitudinal performance growth targets as part of their SIA application.

Technical Guidance for Setting Longitudinal Growth Targets

Step One: Set Long-Term, Five-Year Targets

Applicants will set long-term five year targets for each of the four metrics. In the [worksheet](#), this is the far-right column (illustrated below).

Four-Year Graduation

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target					
Baseline Target					

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing					

General Guidelines

Some general guidelines are shared below; however, each applicant should consider its own data and trends, as well as the programs that will be implemented with SIA funds. **There is no single formula for setting these targets as investments in programs and interventions will vary from district to district.** Five-year targets should be based on:

- The applicant’s historic trends for that metric;
- An evaluation of the likely impact of SIA programs on that metric; and
- Statewide averages and trends.

Step Two: Set Baseline and Stretch Targets

Applicants will set “baseline” targets – or the minimum growth they would be satisfied to meet or maintain over that five-year period.

Baseline targets are not formulaic; they should be based on:

- The applicant’s historic trends for that metric; and
- An evaluation of the likely impact of SIA programs on that metric.

Applicants will also set the higher end of the range which is called a “stretch” target – an ambitious achievement target. While ambitious, this “stretch” target is also realistic.

Stretch targets represent significant improvement by the district in either:

- Raising academic achievement; or
- Reducing academic disparities and closing gaps.

An example of baseline and stretch targets are shown in this section to illustrate the concept. The baseline and stretch targets are defined below:

- **A baseline target** represents the minimum expectations for progress.
- **A stretch target** represents significant improvement and goes beyond prior expectations.

General Guidelines

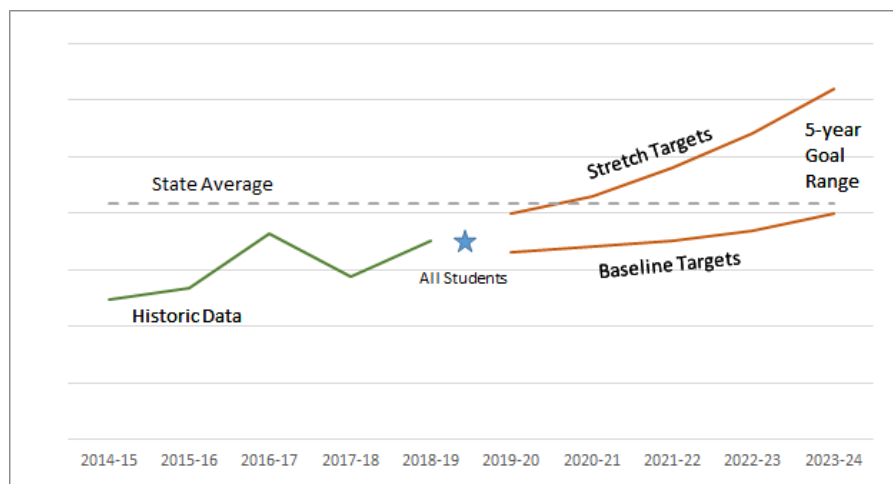
Below is an example of district data. These numbers are chosen in order to demonstrate a range of circumstances and considerations for setting targets. In general:

- Applicants, especially those below statewide averages, should strive to match or exceed statewide progress, and not to see a decline in indicators.
- Applicants at the very high end of achievement might expect less or slower growth, or perhaps to hold steady and see maintenance at these levels as a signal of excellence.
- Expecting growth above the “High” values outlined below *may* produce an unachievable target for districts.
- New programs don’t always impact metrics immediately; we expect growth to accelerate over time. This means intermediate targets may rise slowly at first.

Indicator	5-year History					5-yr Ave.	5-yr Trend	State Ave.	State Trend
	‘14-15	‘15-16	‘16-17	‘17-18	‘18-19				
Regular Attenders	87.7	86.3	84.7	82.9	86.6	85.6	(0.5)	80.7	(0.6)
3rd Grade Reading (ELA)	36.9	32.7	30.2	35.3	35.9	34.2	0.1	47.5	(0.2)
9th Grade On-Track	62.5	63.5	74.0	78.3	87.8	73.2	5.5	83.8	1.0
4-Year Graduation	56.1	65.9	65.5	64.1	71.5	64.6	2.4	76.1	1.4
5-Year Completion ^a	79.1	75.1	78.9	80.5	81.4	79.0	0.8	83.4	0.6

When combined with the applicant’s own five-year trends and specific programs of implementation, the above guidelines can help applicants develop longitudinal performance growth targets for all students over five years.

The graphic illustration below can begin to help visually illustrate the concept of growth target setting that will continue to be described and further detailed.



A Few Notes on this Approach

This approach to the setting of longitudinal performance growth targets has its strengths and will reveal areas for improvement. We hope that this approach:

- Meets the requirements of the Act, yet acknowledges that the future is difficult to predict.
- Creates the conditions for districts to really think about their local SIA plans and consider the expectations of their stakeholders.
- Provides flexibility of districts to adapt targets to their individual plans.
- Does not create undue burden through the creation of page after page of targets.
- Creates a simpler system that still highlights those focal groups that are experiencing the greatest academic disparities.
- Eliminates the confusion of setting or not setting targets individually for small groups of students.
- Creates the most flexibility for districts to respond to the variance of differing demographics while keeping a focus on closing opportunity and achievement gaps.

As a final note, while these longitudinal growth targets will be required, they should not be the main focus of the SIA application. Too often in the past the state and federal systems have incentivized “chasing the numbers” at the expense of continuous improvement and thoughtful implementation of policies and programs.

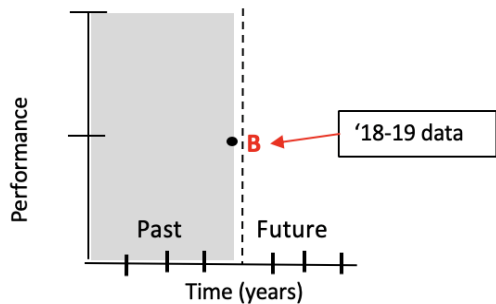
Our hope is setting a reasonable range of expected improvement, rather than a single fixed target, will leave the focus where it belongs: improving the lives and outcomes of Oregon’s students.

Getting Started

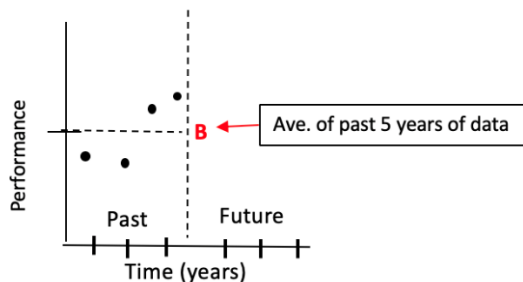
For the purposes of longitudinal performance growth target setting, three options are suggested for determining your starting points. Each is illustrated below and includes setting targets:

- Option 1: Based on previous year’s performance
- Option 2: Using the average of previous years of performance
- Option 3: Unrelated to prior data and past performance

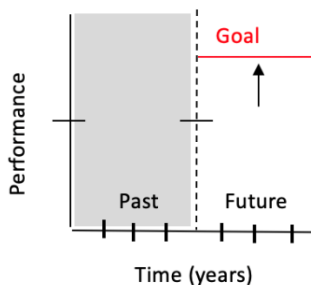
Option 1: Based on previous year’s performance



Option 2: Using the average of previous years of performance



Option 3: Unrelated to prior data and past performance



Overview of Historic State and District Trends

In order to set longitudinal performance growth targets it is instructive to consider the recent history of these metrics in Oregon and in school districts. The goal is to provide some state context around achievable long term targets *and* ambitious and achievable yearly growth targets. The next few tables provide some state context that can help districts set ambitious, yet achievable, long term targets and yearly targets.

The table below shows the last five years of state-level data on each of the five common metrics. (Data for virtual charter schools has been removed from these data, since these data are also removed from district trend reports.)

Indicator	All Students School Year/Report Year					Year- to-Year Trend
	2014-15	2015-16	2016-17	2017-18	2018-19	
Regular Attenders	82.6	81.3	80.2	79.6	79.6	(0.6)
3rd Grade Reading	47.8	48.5	46.1	47.7	47.2	(0.2)
9th Grade On Track	80.4	83.9	83.9	85.0	85.8	1.0
4-year Graduation	72.8	74.7	75.8	77.7	79.7	1.4
5-year Completion	82.6	82.3	82.7	84.1	85.5	0.6

Many districts see gains over time, and many also see decreases over time. Some districts have seen very strong growth over the last five years.

Why Pay Attention to the Trend?

Individual districts show a range of trends. The “trend” column is an indication of the typical year-to-year increases or decreases for each of the metrics. These are five-year linear trends so, for instance, one should note that the majority of the 9th grade on track increase happened between years one and two, while most of the increase in five-year completion rates occurred in the last two years of data.

Realistic, Attainable Targets

As you work to set realistic, attainable targets, **ODE recommends you use this table to help you consider what might inform ambitious targets.** Growth projected at rates higher than these percentages is likely to be unrealistic.

Growth Achieved by the Top 10 percent of Oregon's Districts

The table below shows the growth that top 10 percent of districts have achieved or exceeded over the last five years.¹⁰

Average yearly growth at this pace represents a significant achievement.

Indicator	Growth Achieved by top 10% of Districts
Regular Attenders	1.2
3rd Grade ELA	3.7
9th Grade On Track	4.4
4-year Graduation	3.8
5-year Completion	2.3

Percentiles of District Achievement

To provide additional context, the table below shows percentiles of district achievement, based on the average of the five-year most recent years of data. For example, 10 percent of districts had achievement at or above the 90th percentile, while 10 percent of districts had achievement below the 10th percentile.

Indicator	All Students -- 5-year Averages				
	District Achievement Percentiles				
	10th	25th	50th	75th	90th
Regular Attenders	73.3	76.9	80.6	83.5	85.8
3rd Grade Reading (ELA)	28.4	35.6	43.8	50.7	60.0
9th Grade On Track	73.1	77.8	84.3	89.2	95.6
4-year Graduation	65.8	72.9	79.6	86.8	92.8
5-year Completion	75.3	80.3	86.1	91.6	96.0

¹⁰ More details on the range of district trends is in Appendix A

District Example

A district with 1,800 students has determined their “starting point” based on the prior five years for 3rd grade reading (ELA) is 35.6 percent of students meeting or exceeding standards.

Based on SIA engagement processes and planning, they’ve determined to use a significant portion of their SIA funds on early literacy and are working on how to set their “baseline” and “stretch” targets by considering their five year target.

Understanding that the top 10 percent of districts have been able to increase performance at the rate of 3.7 per year, they’ve set their stretch target in five years at 54.1 ($3.7 \times 5 \text{ years} = 18.5 + 35.6$). Having done the math, now they want to consider the trajectory and feasibility of that growth and also how they might set the baseline target they’d propose (as this is a co-development process with ODE).

Step Three: Set Gap Closing Targets for Focal Student Groups

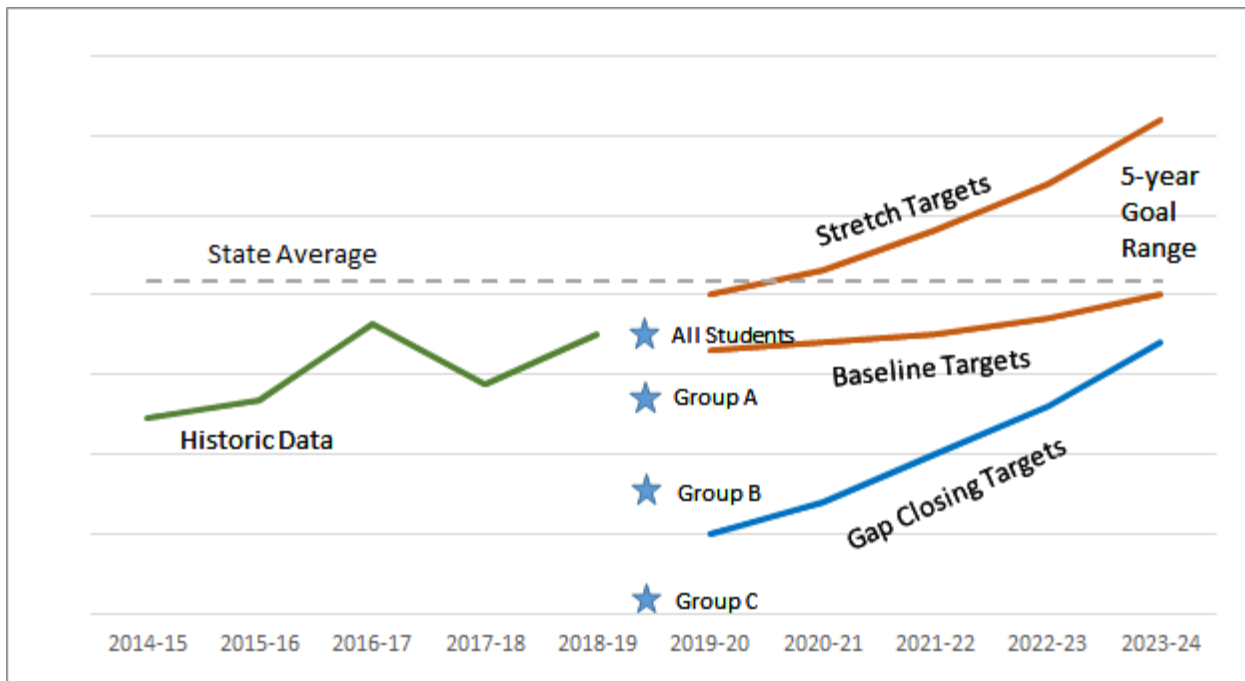
The purpose of the “Gap Closing Targets” is for districts (and eligible charter schools) and the state to set targets and monitor the reduction of academic disparities between groups of students, especially for focal student groups named in [House Bill 3427](#). **An achievement gap can be calculated in a number of ways, and for a number of purposes.** When setting gap closure targets we encourage districts to consider the following gaps:

- Within-district gap between the focal group and the applicant as a whole (e.g., Group A at the district level compared to all students in the district).
- Within-state gap between focal groups for the applicant and the state as a whole (e.g., Group A at the district level compares to all students in the state, or to Group A at the state level).

The reasoning is that a district can average high performance in one or all common metrics and still have significant gaps in some or all focal groups as defined in HB 3427. There is great educational value for all students in helping illuminate and focus on within-district gaps.

Another consideration is that a district can have small achievement gaps amongst student groups, but collective performance could remain very low compared to the state average. In those situations it might be best to work toward raising achievement toward state averages.

Here is one visual picture of how target setting will develop:



Gap Closing Targets, while a single set of targets, are used for all focal groups meeting the minimum n-size requirement. The actuals for each focal group should be plotted. **The group of focal targets, while each group has different needs and strengths, allows for a projection that can put a central focus not just on achievement but on closing gaps in academic disparity.**

N-Size Reminder

Where the number of students (n) is 10 or fewer in any group, ODE will provide this information in a format that is both suppressed and unsuppressed.

Identifying Student Groups Most at Risk of Not Meeting Targets

The creation of the focal targets in this way also identifies those groups most at risk of meeting longitudinal growth targets, as required by the Act in each applicant's plan. Perhaps the best way to illustrate some of the considerations that need to be taken into account is to provide examples. While detailed, we hope these early examples are thought provoking and can help districts navigate this process.

Need Support to Set Your Targets?

ODE will provide a series of online workshops and case studies in late January and early February to further support applicants in drafting longitudinal performance growth targets.

District Example

Below is an example of district data. These numbers are chosen in order to demonstrate a range of circumstances and considerations for setting targets.

Indicator	5-year History					5-yr Ave.	5-yr Trend	State Ave.	State Trend
	'14-15	'15-16	'16-17	'17-18	'18-19				
Regular Attenders	87.7	86.3	84.7	82.9	86.6	85.6	(0.5)	80.7	(0.6)
3rd Grade Reading (ELA)	36.9	32.7	30.2	35.3	35.9	34.2	0.1	47.5	(0.2)
9th Grade On-Track	62.5	63.5	74.0	78.3	87.8	73.2	5.5	83.8	1.0
4-Year Graduation	56.1	65.9	65.5	64.1	71.5	64.6	2.4	76.1	1.4
5-Year Completion ^a	79.1	75.1	78.9	80.5	81.4	79.0	0.8	83.4	0.6

Each district's data is unique and a "five-year" trend can contain significant ups and downs (this is especially true for smaller districts). Here are some of the unique features of this district's data:

- Although Regular Attendance had been declining, the district appears to have reversed that downward trend. District rates remain above the state average.
- 3rd Grade ELA has been fairly flat, but the district did experience a dip for two years. Rates are significantly below the state average.
- 9th Grade On-Track has shown very significant gains over this period. These gains cannot be sustained (otherwise rates would rise above 100 percent).
- Graduation has seen rates plateau in the middle of the period, with spikes upward at either end, but rates remain below state averages.
- Completion rates have been fairly steady with modest growth, mirroring the overall state trends.

Example of SIA Priorities in this District

For illustrative purposes only, let's assume this district is implementing programs that:

- Are expected to improve early literacy;
- Provide more social, emotional and academic support in grades 6-9; and
- Expand on available electives in high school.

The district expects these programs create sustained improvements in 3rd grade ELA. The district hopes to continue the strong results for Regular Attender and 9th grade on-track indicators. The district also believes its recent efforts to better support high school students are already being seen in the district's graduation rate, and will soon be seen in the five-year completion rate.

Regular Attenders

Each of the programs should increase Regular Attender rates, though these rates are already

strong. The table above shows the regular attender rate for the district over the last five years. Data for each of our student groups, is also shown below. These are five-year averages, which help smooth out the variation for small student groups.

Regular Attenders 5-year History					5-year Average	5-year Trend
2014-15	2015-16	2016-17	2017-18	2018-19		
88.7	87.3	85.7	83.9	87.6	86.6	(0.6)

Regular Attender - Disaggregated Data

Student Group	Approximate Group Size	5-year Average	5-Year Trend
Economically Disadvantaged	2,730	85.4	(0.6)
Students with Disabilities	500	83.8	(1.6)
English Learners	1010	88.6	(0.6)
American Indian/Alaska Native	30	82.4	(1.1)
Black/African American	30	89.0	(5.1)
Hispanic/Latino	1,570	87.8	(0.2)
Homeless	100	66.5	NA
All Underserved Groups	2,970	85.5	(0.6)
All Students	3,630	86.6	(0.6)

As noted above, regular attendance was high in 2014-15, and then the district showed a steady decline. Many of our student groups are at or above both district and state averages. Student groups with the lowest rates of regular attenders include economically disadvantaged students, students with disabilities, native students and homeless students.

District Example: Setting Baseline and Stretch Targets

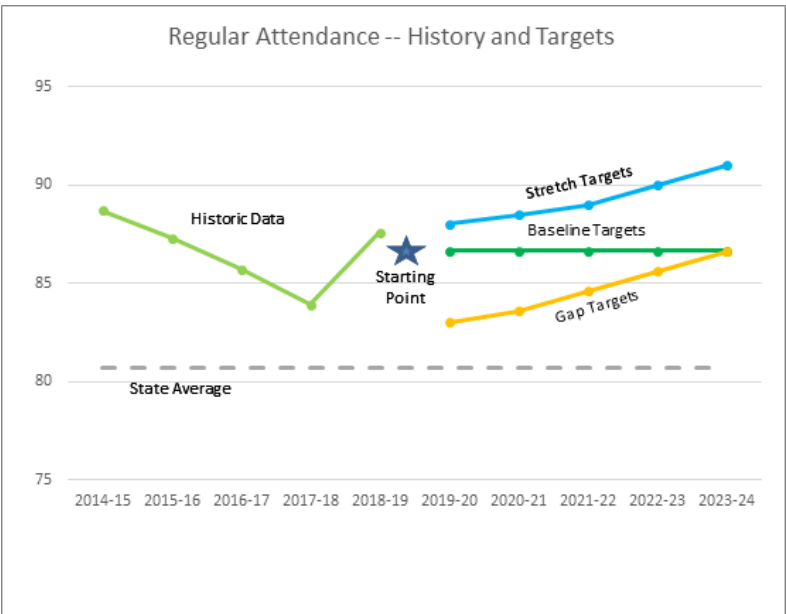
We begin by setting 5-year targets followed by baseline and stretch targets for all students. This district's current regular attender rate is well above the state average, and is, in fact, close to the 90th percentile. The baseline target is to at least maintain the current five-year average of 86.6.

The fact that this district's rate is currently relatively high does limit growth potential on this indicator, however, as the district believes that it's possible to attain 89 percent regular attendance in five-years. This is the stretch target.

The baseline and stretch targets aim to come close to the highest rate seen in the last five years, and move upward from there. The gap closing target is to have all student groups reach the current average in five years.

	Baseline & Stretch Targets				5-Yr Target
Targets	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline	86.6	86.6	86.6	86.6	86.6
Stretch	88.0	88.5	89.0	90.0	91.0
Gap	83.0	83.6	84.6	85.6	86.6

These targets are illustrated below.



Third Grade Reading Proficiency (English Language Arts)

This metric has been fairly flat over the last five years, largely mirroring the state trend. However, the district's achievement is more than 10 points behind the state as a whole. The district believes literacy programs in elementary school should lead to higher rates of proficiency in ELA in 3rd grade.

The proficiency rates for the district over the last five years is shown below:

3rd Grade Reading (ELA) 5-year History					5-year Average	5-year Trend
2014-15	2015-16	2016-17	2017-18	2018-19		
35.7	31.5	29.0	34.1	34.7	33.0	0.1

Data for each of our student groups is also shown below. These are five-year averages, which help smooth out the variation for small student groups. To protect confidentiality, only those groups with at least 10 students each year are shown.

3rd Grade Reading (ELA) - Disaggregated Data

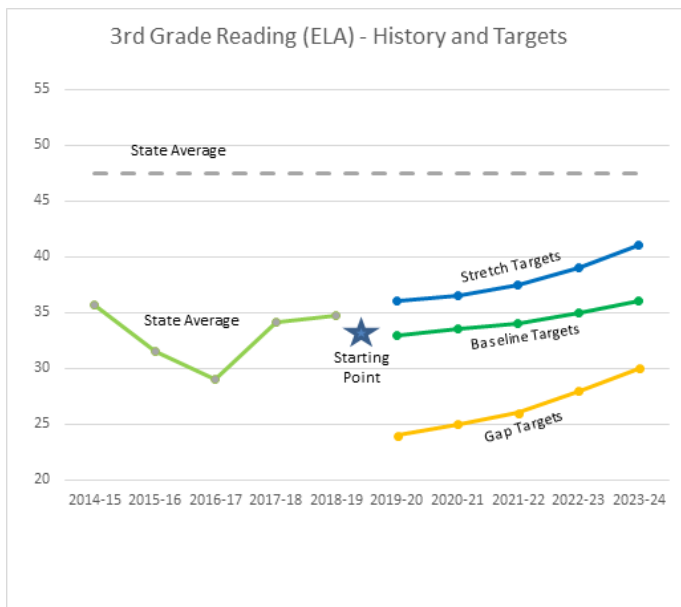
Student Group	Approximate Group Size	5-Year Average	5-Year Trend
Economically Disadvantaged	210	29.8	0.4
Students with Disabilities	40	14.4	(2.9)
English Learners	110	23.6	(0.0)
Hispanic/Latino	130	27.1	(0.2)
All Underserved Groups	230	29.3	0.2
All Students	290	34.2	0.1

However, this example district also has a high percentage of English Learners (40 percent at third grade). These students typically achieve English proficiency at about grade five (as is true statewide), and we see strong results for these students in middle school and beyond. Even with program improvements, it is not reasonable to expect most of our English learners to be proficient in English language arts by grade 3. This reduces our growth expectations for 3rd grade ELA, but we still expect improvements for our English-only students, leading to a five-year baseline target of 36 percent.

The stretch target would be to reduce our gap with the state by half over the five-year period. The initial baseline target is to match our five-year average, and our initial stretch target would match our results from 2014-15, which was the highest value in the last five years.

	Baseline & Stretch Targets				5-Yr Target
Goal	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline	34.2	34.5	35.0	35.5	36.0
Stretch	37.0	37.5	38.5	40.0	42.0

The following visual illustrates 5-year targets, baseline and stretch targets, and gap closing targets.



9th Grade On-Track

This indicator has seen tremendous growth in the last five years. The district went from well below the state average to above the state average in the most recent year. This amount of improvement reflects the focus we have put on helping students navigate their first year in high school. While we hope to continue to improve, it is not possible to sustain this amount of growth in the long run. Hence, we expect diminishing growth over time as we approach higher and higher levels on this indicator. The proficiency rates for the district over the last five years is shown below:

9th Grade On-Tract 5-year History					5-year Average	5-year Trend
2014-15	2015-16	2016-17	2017-18	2018-19		
66.6	66.5	76.1	79.4	87.9	75.3	5.6

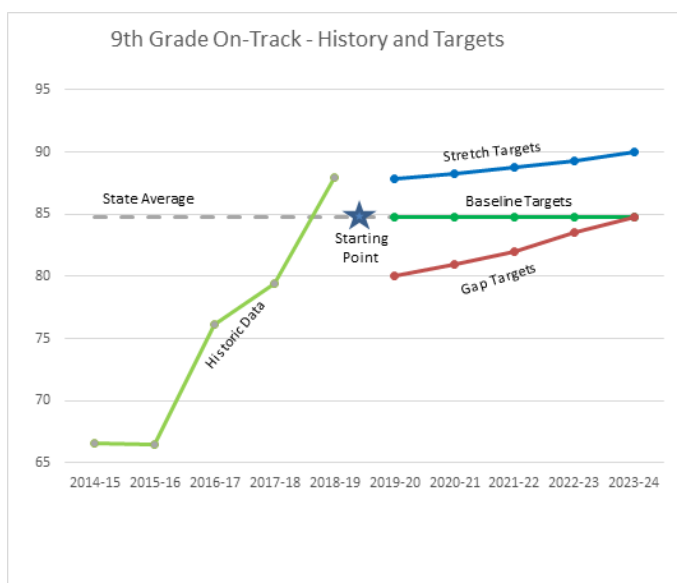
Data for each of the districts' student groups is also shown below. Because the district has seen such a strong increase over time, the table below also shows the most recent rates for each group. To protect confidentiality, only those groups with at least 10 students each year are shown.

9th Grade On-Track - Disaggregated Data

Student Group	Approximate Group Size	5-Year Average	5-Year Trend	2018-19 Rate
Economically Disadvantaged	190	70.3	6.8	84.8
Students with Disabilities	30	65.3	4.6	77.1
Hispanic/Latino	80	77.1	6.9	92.7
All Underserved Groups	210	71.6	6.8	85.8
All Students	270	75.3	5.6	87.9

The baseline target would be to remain at the 2018-19 level, as this already is significantly above our 5-year average. As a stretch target we would like to reach the 75th percentile for the state. The initial baseline target is slightly conservative. It is the five-year state median and is somewhat below our 2018-19 rate. The 2018-19 rate was well above the upward trend for the previous four years, and might not be repeated for 2019-20.

The gap closing target is to continue to increase the percentage of students' on-track at the end of 9th grade, and to increase all student groups to our baseline target.



Establishing Progress Markers for Each Common Metric

For each of the common metrics in the foundational year, ODE will provide six initial progress markers that will track in relationship to the priorities and focus of the plans and investments of SIA recipients. During the baseline year, ODE will work with districts and ESDs to workshop and further refine and set more widely shared and refined progress markers.

Once established, these progress markers will help ODE monitor and share back learning across the state and to the legislature. This monitoring will also be used to inform any considerations of ODE requiring district participation in the *Intervention and Strengthening Program* introduced within this guidance.

Early draft progress markers for 3rd Grade Reading Proficiency are provided here for example purposes only. ODE will engage and develop further iterations of progress markers for each of the common metrics in January 2020. Comment and feedback is welcomed and encouraged by SIA applicants and the larger educational community in Oregon. ODE will then finalize common progress markers by the end of February for the foundational year.

Example of Early Draft Progress Markers for 3rd Grade Reading

3 changes we **expect to see** from SIA investments in early literacy:

1	Literacy strategy is documented and communicated to staff and families.
2	Hiring and policy implementation reflects an active agenda.
3	Evidence shows a variety of ways educators are thinking through their own and district literacy practices and actions.

3 changes we would **like to see** from SIA investments in early literacy:

4	Following through, keeping promises, high engagement and communication around any limitations as it relates to executing the literacy strategies being pursued.
5	Analyzing and using data and quality measures with an <u>equity lens</u> (i.e. disaggregating by race) on a routine basis.
6	Changes are evident in curriculum, school culture, administrative and instructional practices, and policies in support of early literacy targets, likely to be shown in alignment with optional local metrics.

Timeline

Suggested Activity	Dates
Submit complete application to ODE during application window (application must include DRAFT longitudinal growth targets).	March 2 - April 15, 2020
Grant Application Review Panel (will be facilitated on a rolling basis).	April 2020 and beyond
Applicant notified that plan meets or does not meet requirements (consultation and support provided to ensure sufficiency in meeting requirements).	April 2020 and beyond
Collaborative process begins between the applicant and ODE to negotiate and set longitudinal performance growth targets based on targets included in the original application.	April - May 2020
ODE develops a grant agreement to include agreed upon longitudinal performance growth targets.	May 2020
Applicant facilitates public review and board approval of grant agreement and agreed upon longitudinal performance growth targets.	May - June 2020
ODE Approval and Grant Agreement Established.	June - July 2020

Worksheet

Each applicant will submit DRAFT longitudinal performance growth targets with their SIA Application during the submission window: March 2 – April 15, 2020. Additional guidance and training will be available for applicants in January 2020. As a starting point, ODE is providing the worksheet below for applicants to begin working through a process for growth target setting.

Five Year Targets

Four-Year Graduation

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target					
Baseline Target					

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing					

Five-Year Completion

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target					
Baseline Target					

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing					

3rd Grade Reading (ELA)

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target					
Baseline Target					

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing					

9th Grade On-Track

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target					
Baseline Target					

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing					

Data Definitions

ODE will maintain [data definitions for the common metrics](#).

DECEMBER 2019

⊕ ACCOUNTING AND REPORTING

FINANCIAL MANAGEMENT OF SIA FUNDS

REQUIREMENTS FOR GRANT RECIPIENTS AND RESPONSIBILITIES OF ODE.

All grant recipients are responsible for the financial management and accounting of SIA funds in partnership with the Oregon Department of Education. This resource is intended for school leaders and business managers.

Section Five: Financial Management of SIA Funds

Understanding the Funding Model

The SSA establishes a corporate activity tax to be collected and deposited in the Fund for Student Success which is created as a part of the Oregon Department of Education. [Section 13 in the bill](#) describes how the Student Investment Account grant budget will be allocated to sub-recipients based on the extended Average Daily Membership weighted (extended ADMw) of the school district as calculated by the State School Fund, with adjustments. Extended ADMw compares the current and prior school year's ADMw and uses whichever year is greater.

Establishing a Grant Agreement

Each grant recipient will enter into a grant agreement with ODE. The grant agreement will include the SIA plan which will be inclusive of the longitudinal performance growth targets once finalized and any agreements between a public charter school and the school district.

A grant agreement is valid after it is:

- Made available at the main office of the grant recipient and on the grant recipient's webpage;
- Shared during an oral presentation by an administrator at an open meeting;
- Made available for the public to comment at an open meeting;
- Approved by the governing body of the grant recipient at an open meeting; and
- Approved by the Oregon Department of Education.

Responsibility for Financial Management

All grant recipients are responsible for the financial management and accounting of SIA funds in partnership with ODE. A total distribution of \$471,873,500 is projected for the first year of this non-competitive grant program, beginning July 1, 2020. Grant recipients must comply with application requirements set forth in the law and have a plan approved by ODE to receive these grants.

Any allocated funds that are not used by a grant recipient by June 30, 2021 will be returned to the Student Investment Account for distribution in the next biennium. Grant recipient may request an extension to spend funds until September 30, 2021. A request must be made to ODE and the department may approve the request if the spending aligns to the recipient's grant agreement.

Quarterly Payments and Reports

The SIA grant is unique relative to most ODE processes in that grant recipients will receive disbursements of their total allocation on a quarterly basis ahead of expenditures. We anticipate first payments will arrive between July 1 and August 15, 2020. Beginning in fall 2020 and continuing on a quarterly basis, grant recipients will be expected to submit a quarterly report detailing their expenditures. The quarterly report will be submitted to ODE ahead of the next quarterly disbursement. Additional information on this process will be made available in the spring of 2020 to school leaders and business managers.

Please note: In the case that an SIA applicant is engaged in processes to comply with application requirements or setting longitudinal performance growth targets that delay the execution of a grant agreement, their planned grant allocation amount will not be impacted (no proration) while they will receive their first payment following grant execution. Next payments would put them back on a standard quarterly schedule, if at all possible, tied to quarterly reporting.

Accounting Practices

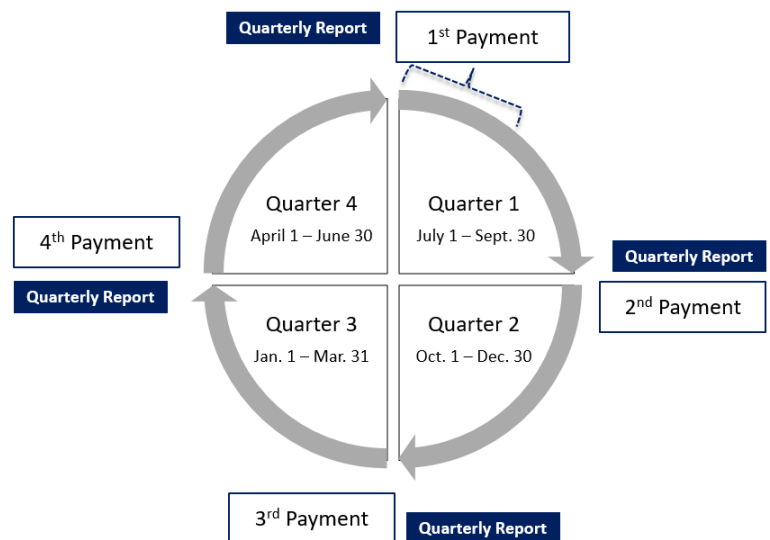
SIA funds are required to be spent in any, all, or some of the four categories of allowable use:

- Increasing instructional time.
- Addressing students' health and safety needs.
- Evidence-based strategies for reducing class size and caseloads.
- Expanding availability of and student participation in well-rounded learning experiences.

While accounting for these funds will follow standard protocols as described in the [Program Budget Accounting Manual](#) (PBAM) it is necessary and important to separately account for the funds.

Recommended Guidelines

ODE recommends school districts review [Appendix G of the PBAM](#) and that grant recipients, at minimum, create a new fund for SIA. For reporting to data collections for the 2020-21 Actuals



Financials data collection, districts will need to crosswalk their data to a 251 fund, which is a sub-fund of the 200 Special Revenues Fund. Districts only need to use a cross-walk if they are accounting for the SIA revenue and expenditures in a different sub-fund.

Annual Financial Audits and Self Reporting System

Required for All Grant Recipients

Required under Section 15 of the Act, each year beginning July 2021, all grant recipients must:

- Conduct a financial audit of the use of grant moneys in accordance with the [Municipal Audit Law](#); and
- Review their own progress toward meeting the performance growth targets in the grant agreement.

Results of the financial audit and progress review must be made available at the main office of the grant recipient and on the grant recipient's webpage and presented to the governing body of the grant recipient at an open meeting with the opportunity for public comment on the results.

This annual review is then required to be forwarded to ODE.

ODE Responsibilities

Each year beginning July 2021, ODE will determine whether grant moneys received by a grant recipient were used as described by the grant recipient in their grant agreement.

When a grant recipient does not use funds as described in the grant agreement:

ODE is required by law to:

- Collaborate with the grant recipient to identify and implement specific interventions;
- Provide technical assistance to the grant recipient; and
- Deduct amounts from future grant distributions.

When a grant recipient fails to commit to spending all available grant moneys, ODE may deduct amounts not committed from future grant distributions.

When a grant recipient does not meet performance growth targets identified in the grant agreement and reviewed by ODE each biennium:

The grant recipient may submit an explanation for the reasons why the performance growth targets were not met. ODE may:

- Take into consideration the explanation submitted by the grant recipient;

-
- Require the grant recipient to enter into a coaching program; and/or
 - Direct the expenditure of grant moneys.

Indirect Costs

A grant recipient may use funds for indirect costs directly related to allowed expenditures as provided in the grant agreement. Indirect costs are limited to 5 percent of the total expenditures or \$500,000, whichever is less. Any indirect costs incurred by a participating charter school must be accounted for within the sponsoring school district's overall limit of 5 percent or \$500,000, whichever is less.

DECEMBER 2019

⊕ REDEFINING OUR APPROACH TO IMPROVEMENT

RESPONSIVE SUPPORTS FOR SYSTEMS IMPROVEMENT

**LEARN ABOUT SIA
TECHNICAL ASSISTANCE
AND COACHING SUPPORTS.**

All grant recipients have access to supports for implementation of SIA funds. This resource offers an initial picture of the long term vision for technical assistance and coaching provided by ODE.

Section Six: Responsive Supports

Technical Assistance and Capacity-Building Available to All Applicants

All eligible applicants have access to technical assistance (TA), which may be provided by ODE staff through regional supports coordinated between Education Service Districts (ESDs) and ODE, or through external contractors. The long-term vision for technical assistance provided by ODE will be responsive to the needs of districts and designed and deployed to support systems improvement. For example:

- Identification of and support for best practices for meeting performance growth targets;
- Identification of and support for implementing promising practices; and
- Attention to cultivating a culture of internal accountability.¹¹

Sections 17 and 18 of the [Student Success Act](#) established two distinct but related coaching programs which are intended to provide capacity building, system improvement supports and accountability structures to support SIA implementation.

Role of Education Service Districts

ESD Liaisons

Each Education Service District (ESD) has identified a staff member or contractor who is allocating at least .25 FTE towards the role and function of being a liaison - the primary point of contact and collaboration - between ODE's Office of Education Innovation and Improvement, the ESD they represent and the districts within the ESD's service region.

ESD Liaisons are expected to consistently participate in planned ODE virtual and in-person meetings, participate in equity trainings and communicate regularly via email and phone with the Office of Education Innovation and Improvement and designated ODE staff.

The liaison function may be met differently by different ESDs but a common set of attributes have been established to support consistency and quality of engagement. Liaison time is funded by moneys to help school districts develop educational strategic plans aligned with the values and goals

¹¹ Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York: Teachers College Press.

of the 2019-2021 Student Success Act. As each ESD has flexibility for how they meet the grant agreement and roles outlined in [Section 25 of HB 3427](#), here is a list of the kinds of roles liaisons or their teams would likely fulfill:

- Support districts with authentic community engagement. The [SIA Engagement Toolkit](#) is available to support ESDs and school districts in these engagement processes.
- Develop or support the use of surveys and other engagement tools, including communication and translation supports as useful.
- Support school districts with incorporating engagement feedback into the Needs Assessment and planning processes, including developing connections between the engagement, needs assessment, Continuous Improvement Plan (CIP) process and application for SSA Student Investment Account funds.
- Assist districts in their application development and documentation for a grant from the SSA Student Investment Account.
- In individual and/or group meetings, lead or assist the district in documenting their needs, growth targets, attainable outcomes, investment strategies and accountability metrics as outlined in the SSA.
- Work closely with ODE to deliver this technical assistance to districts. This will require regular meetings and phone consultation with ODE staff to obtain resource and promising practice knowledge.
- Support districts with the use of equity-based tools for decision making.

Intervention and Strengthening Program (Coaching Program)

Each biennium ODE is expected to monitor and determine if a grant recipient is meeting the longitudinal performance growth targets identified in their grant agreement. If a grant recipient does not meet the performance growth targets, the grant recipient may submit an explanation for the reasons why the performance growth targets were not met.

Coaching Program

The Coaching Program, referred to as the **Intervention and Strengthening Program (ISP)** is for SIA grant recipients who do not meet longitudinal performance growth targets.

After taking into consideration the explanation submitted by the grant recipient, ODE may require the grant recipient to enter into the Intervention and Strengthening Program (ISP) - the coaching program described in section 17 of the Act.

If required, participation in the coaching program must be for at least one year, unless ODE allows for a shorter period of time.

Under the program, the department shall advise and counsel grant recipients on how to meet performance growth targets and shall assist grant recipients with ongoing professional development and peer collaboration. The SSA does provide ODE the ability to direct the expenditure of SIA funds as the strongest form of intervention within this program. The principles, staffing and contracting approach for this program is underway. The earliest ODE will contact grant recipients under this program is in the summer and fall of 2021.

The ISP program is for districts and the charter schools they sponsor in the SIA application, and charter schools that have applied and are receiving SIA funds independently.

Timeline

Participation in ISP program supports for required SIA recipients is anticipated for the fall of 2021.

Requirements for Participation

Participants in the ISP coaching program will:

- Participate for at least one year, unless ODE allows for a shorter period of time;
- Receive advice and council on how to meet performance growth targets; and
- Receive professional development and peer collaboration.

Intensive Coaching Program

An *Intensive Coaching Program (ICP)* is established in Section 18 **for school districts with the highest need for coaching, support and intervention**. This intensive program is by invitation and only school districts are eligible. The ICP requires at least four years of participation. Districts that agree to participate are eligible for additional funding from the Statewide Education Initiatives Account.

ODE will initiate conversations with the first districts invited to participate in February 2020, with the formal coaching program planned to begin in July 2020. The ICP will utilize Student Success Teams (SST) as outlined in the Act. Each SST will be composed of at least one ODE point person, district

leader, educator, community member and an ESD liaison (additional expertise will be brought on for participation on the SST or consultation to the SST by contract). SST's provide advice and counsel on how to improve performance outcomes and develop recommendations for meeting longitudinal performance growth targets.

Timeline

ODE will initiate conversations and invite five districts to participate in February 2020. The four years of formal coaching begin in July 2020.

Requirements for Participation

Participation in the ICP requires that districts:

- Commit to regular student success plan meetings to monitor practices.
- Use data to track student progress.
- Ensure employees receive professional learning and training.
- Create safe and inclusive learning environments.
- Improve school and school district practices and structures to support teaching and learning.
- Improve the skills of the members of the school board.
- Accept all recommendations of the Student Success Teams related to the use of SIA grant moneys and any additional funding received under this section.
- Consider all recommendations of the Student Success Teams for any district operations.

⊕ CHARTER SCHOOLS

DISTRICTS WITH PARTICIPATING CHARTER SCHOOLS

A RESOURCE TO HELP DISTRICTS
AND PARTICIPATING CHARTER
SCHOOLS DEVELOP SIA
AGREEMENTS.

The purpose of this document is to provide additional information and access to a draft template agreement for use by districts who have charter schools participating alongside them in the SIA grant application process.

Section Seven: Districts with Participating Charter Schools

Public Charter Schools and SIA Funds

The purpose of this section is to provide information and resources for districts with participating charter schools to organize and efficiently move through the process of applying for Student Investment Account (SIA) funds in coordination with their eligible charter school(s).

When a charter school participates in the district's SIA application, **the charter school and the district must enter into an agreement for the distribution of funds, the provision of services and accountability measures required of the public charter school by the school district.**

District and Charter School Agreement

Each district and charter school should negotiate agreements according to the relationship and specific needs, and take into account each school's unique charter contract. The district-charter school SIA agreements will be owned by the two parties and will not be enforced by ODE. Districts will enter into a separate SIA grant agreement with ODE for its SIA grant.

A Note on Eligibility

Public charter schools are not required to participate in the SIA grant. However, non-virtual public charter schools may apply directly to ODE if eligible or be invited to participate in their sponsoring district's application. If a district invites one charter school to participate, it must invite all non-virtual charter schools sponsored by the district to participate.

ODE has developed a [draft SIA agreement template](#) that districts and charter schools may use as a starting point for negotiating these agreements. **While use of this exact template is not required and offered as a resource for districts and charters to adapt or use as helpful, it is expected that both parties equally participate in developing their agreement.** It may be appropriate for a district to have different SIA agreements with different charter schools based on the relationship and current performance of the charter school. You may also wish to consider this [alternate SIA agreement template](#).

Components of a District-Charter Agreement for SIA Funds

The following sections include suggested topics for district-charter school SIA agreements.

Charter School SIA Plan

Each charter school applying with a district's SIA grant application should identify priorities for support as required in the Act. The agreement should describe if the charter school's plan is required to be submitted to the district for approval or not. It should also describe the requirements for the charter school's SIA budget and longitudinal performance growth targets. Both parties might want to include general timelines for these plans to be submitted, likely in advance of a district's SIA grant application review and approval. It may be helpful to include a description of the process a charter school would go through to update or revise the plan.

The first SIA Plan should cover three years: 2020-21, 2021-22 and 2022-23.

Exchange of Services

Districts and charter schools may mutually agree to have the grant completely or partially administered by the district. It will be important to clarify what services the district and the charter school will be responsible for providing. If the district and charter school agree for the district to retain any portion of the SIA funds generated by the ADMw attributed to the charter school, the agreement should describe the level of service the charter school can expect, a description of how those funds retained by the district will be used and how the charter school may benefit from or participate in activities paid for with those funds.

In some cases, it might be mutually agreed that the charter school will provide services to the district. A charter school may be well positioned to offer training or professional development to the district. Consider including these services in your agreement as well.

Other services that might be worth including in the agreement are:

- Fiscal oversight and management of the grant
- Data collection and preparation
- Procurement and contracting

Distribution of Funds

The agreement should clarify whether or not the charter school will receive SIA funds. If the charter school will receive SIA funds, the agreement should specify how the amount will be calculated and what percentage, if any, the district will withhold. **ODE encourages school districts to pass 100 percent of the SIA funds generated by the ADMw attributed to the charter school to the charter school.**

It will be helpful for agreements to include general timelines for the distribution of funds. This might be similar to other timelines in the charter contract (e.g. within 10 days of when the district receives the SIA funds from the department). This is also a good section to include requirements for the charter school's fiscal reporting. Will the charter school be responsible for reporting expenses to the district? What will the charter school have to do if it is unable to expend all SIA funds?

Indirect Costs

A grant recipient may use funds for indirect costs directly related to allowed expenditures as provided in the grant agreement. Indirect costs are limited to 5 percent of the total expenditures or \$500,000, whichever is less. Any indirect costs incurred by a participating charter school must be accounted for within the sponsoring school district's overall limit of 5 percent or \$500,000, whichever is less.

Accountability

The district-charter SIA agreement should outline a clear understanding of how the charter school will be held accountable to the requirements of the SIA funds and expected outcomes. Because all eligible applicants are held to a high standard of community engagement with students, parents, staff and community partners, it should be an expectation that the charter school has based its SIA plan on the input from its community. Charter schools should either be included in the district's community engagement or complete their own community engagement that will inform how the charter school plans to spend SIA funds.

Another major aspect of accountability the SIA includes is the Longitudinal Performance Growth Targets. Charter schools may include their own Longitudinal Performance Growth Targets or plan to use the district's Longitudinal Performance Growth Targets. Districts will only be held accountable to the district-level targets included in the district SIA grant agreement, not any individual charter school targets included in district-charter SIA agreements. Alignment between district and charter school targets is recommended since the charter school data will contribute toward the district's overall performance.

A district and charter school may agree to have the charter school adopt the same targets as the district or different targets within the same categories.

In order to report progress, the charter school may agree to submit quarterly benchmark data, annual data or other reports on its progress toward meeting these targets. There should be agreement on how often these targets will be reported on and in what format.

The agreement may also include a description of what happens if a charter school fails to show adequate improvement by the end of the reporting period. Will the district retain funds, require a

corrective action plan, or other form of accountability action? Will the agreement tie the charter school's performance on these longitudinal performance growth targets to their overall performance for renewal and termination decisions?

Finally, the district and the charter school should also include clear expectations regarding how the charter school will report expenditures of SIA funds. Will the charter school submit monthly or quarterly reports? What level of detail is expected? What happens if the charter school fails to expend funds according to the allowable uses? How is the charter school accounting for SIA funds and are the funds easily audited?¹²

Charter schools are already required to report to their sponsor annually on the performance of the school and its students.¹³ Districts and charter schools may agree to include any SIA accountability reporting in the annual report to the sponsor.

Additional Components to Consider

1. **Participation in application process:** Is the charter school invited to fully participate in the district's community engagement work and application design process? Or, does the charter school complete a complementary, but independent community engagement and SIA plan development process?
2. **Coaching and Intensive Program:** An agreement might include a description of what happens if the charter school's data is the primary reason why a district did not meet its longitudinal performance growth targets. An agreement might also include a section on how the charter school is impacted if the district enters into the intensive program.

Questions and Support

Please contact Kate Pattison at kate.pattison@state.or.us or 503-580-5749 with questions or requests for support.

¹² ORS 338.095 requires public charter schools to have an annual municipal audit. All SIA funds received by the charter school should be included in this audit and reported as a separate account.

¹³ ORS 338.095 requires the charter school to report annually to the sponsor and the department on the performance of the school and its students. The format of these reports is typically agreed upon in the charter contract.

⊕ APPENDICES

FOR REFERENCE

REVIEW THESE ESSENTIAL
RESOURCES FOR SIA
PLANNING.

All applicants are required to consider the recommendations under the Quality Education Model (QEM). To support this work, ODE has developed a summary, consolidating prior QEM reports. In addition, applicants must apply and describe their use of an equity lens or tool. Applicants may use the ODE provided equity lens.

Appendix A - Summary of Recommendations from the Quality Education Commission

In August of each even-numbered year, the Quality Education Commission (QEC) presents the Oregon Legislature with a report that outlines best educational practices, makes recommendations for actions that the legislature and Oregon's schools can take to improve student outcomes and estimates the funding level needed to meet Oregon's K-12 education goals.

In line with the Quality Education Commission's recommendations in the [August 2018 Quality Education Model Final Report](#), the Student Investment Act application process requires districts to build systems that cultivate continuous improvement and use a needs assessment for equity-based decision making. **The 2018 report stresses building system capacity and coherence and warns against plans focused primarily on discrete programs, activities and interventions.**

Summary of Guidance from the Commission

This document summarizes the Commission's guidance for continuous improvement, a focus on equity, a framework for building coherent education systems that use resources effectively and the use of improvement science. These specific recommendations draw on the work done for the 2018 Quality Education Model (QEM) report as well as for prior reports dating back to the original report in 1999. More detail on the recommendations can be found in the [individual QEM reports](#).

Elements of a coherent continuous school improvement model include:

A Shared Vision that promotes a positive school culture and environment that emphasizes academic excellence, shared responsibility, collaboration and mutual trust and respect.

A Common Understanding of the Problems to be Solved through honest discussion with staff, students and parents to identify which aspects of the existing system, practices and processes are at the root of the problems so that those parts of the system can be improved.

Effective Teachers supported by high-quality induction, support and mentoring; context-specific professional learning that builds capacity for small group facilitation, analysis of individual student needs, strategic planning to address root causes of underachievement and partner networking; time and support for data analysis and diagnosis of student needs and sharing of expertise in solving teaching challenges; meaningful evaluations and feedback about standards aligned classroom

performance and professional collaboration; and including teacher leadership (trying, evaluating and planning new practices) in the career path.

Strong and Stable School Leadership who foster a shared vision and culture of trust and support, develop and empower effective teachers, coordinate support staff and external partners, and assure the coherence of the processes and practices that ensure every student and teacher has and meets high expectations.

Well-coordinated Support Staff who promote a culture of learning through support of both academic and personal issues.

Community Partners who add value by working on the ground to directly assist families, students and schools in solving challenges, providing wrap-around services and connecting schools to their neighborhoods.

Engaged Parents who have the necessary information to help their students stay on track and to get involved and connected to the larger school community.

The Commission recommends districts use the following framework to build coherence and maximize resource deployment.

- Provide strong supports (high quality pre-K, affordable healthcare, family wrap-around supports) for children to arrive at school prepared, healthy and eager to learn.
- Ensure that students with highest needs have access to the best teachers.
- Develop highly coherent instructional systems of standards, curriculum frameworks, assessments and course requirements.
- Articulate clear pathways for students through the system, set to global standards, with no dead ends. Set and clearly communicate high expectations for all students, including descriptions of how this step in the path prepares them for future steps and provide supports for those not yet meeting them.
- Assure an abundant supply of highly qualified teachers through grow your own programs that begin with high school students.
- Professionalize teaching by providing supports and incentives for learning and continuous improvement, increasing their role in decision-making through communities of practice, and providing more non-classroom time to improve instruction.
- Create an effective system of career and technical education and training that requires high-level academic performance from all students.

-
- Recruit and invest in the leadership development of teachers and staff so they can lead and develop strong systems of instruction.
 - Institute a coherent governance system coordinated across the school, district, and state levels, with well-articulated priorities at each level. Provide school supports in the form of expert assistance in diagnosing problems, devising local solutions and assisting with implementation.

While the above elements and framework are a necessary component for long-term and sustainable improvement in student outcomes in Oregon, they are not sufficient. Also critical are effective educational practices and investments that are well implemented. Because needs can vary tremendously among districts and schools, each district should evaluate the investments that will have the greatest impact in each of their schools, as identified in their needs assessments. Many of these practices and investments have been discussed in the QEM reports over the years and are summarized here. The summaries are followed by a list of further sources of information that may be of interest to districts and schools.

QEM 1999 Report

[This is the original QEM report](#) which describes the key elements and components of a quality education as reflected in the Quality Education Model. Its key recommendations are:

- Targeted reductions in class sizes, particularly in the early grades;
- Provide more professional development for teachers and principals;
- Provide more instruction time, particularly for struggling students;
- Do more community outreach to promote more parent and community involvement; and
- Provide more instructional support so the benefits of good instruction are maximized.

QEM 2000 Report

[This report](#) builds on the 1999 report and recommends the following:

- Focus resources on the early grades to build a solid foundation for later learning;
- Tailor professional development to the particular needs of students in each school; and
- Focus on the social-emotional needs of students that research shows have long-term positive impacts on student outcomes.

QEM 2002 Report

[The 2002 report](#) focuses on indicators of quality and improving the equity of student outcomes. Its key recommendations are:

- Create a personalized education plan for each student and base instruction on individual student needs;

-
- Use data to inform their decisions about individual student needs;
 - Have a comprehensive induction plan for new staff;
 - Provide and encourage student connections with significant adults;
 - Develop career-related learning opportunities with community-based and worksite learning options;
 - Offer college course-taking and dual credit opportunities; and
 - Provide wraparound services at school sites.

QEM 2004 Report

[The 2004 report](#) focuses on staff development, curriculum alignment and resources for students with disabilities.

- Target staff development so teachers can more effectively help students meet state standards;
- Improve the alignment between the K-12 curriculum and Oregon's post-secondary and employment needs;
- Look for efficiencies in providing services to high-cost special education students; and
- Encourage the state to provide more funding for those students.

QEM 2006 Report

[The 2006 report](#) focuses on allocating resources to the uses that have the most impact on student learning.

- Provide more funding to early childhood development, Pre-K programs and early reading efforts; and
- Continue high school restructuring efforts, including individual education plans, small learning communities, work-site based learning and extra-curricular programs that promote student engagement.

QEM 2008 Report

[The 2008 report](#) focuses on adequate instruction time for students, adequate collaboration time for teachers and expanded use of formative assessments.

- Add more instruction time and double-dosing in core classes for struggling students;
- Add teacher FTE in math/reading/science to allow smaller classes and more individual attention;
- Provide staff time for study, collaboration and data review aimed at better serving specific students;
- Fund more school-level leadership development; and

-
- Provide more resources to develop formative assessments and early indicators of students at risk of not succeeding.

QEM 2010 Report

[The 2010 report](#) focuses on math instruction, course-taking, and content articulation. The key recommendations are:

- Start offering Algebra for high school credit in the 7th or 8th grade. Analysis on Oregon course-taking data show that students who struggle with Algebra in the 9th grade are at risk of not completing their math requirements in time to graduate;
- Provide for smaller class sizes in math classes;
- Seek out teachers who have advanced endorsements in math; and
- Develop frameworks for the articulation of math courses from 4th grade through high school, and build a solid foundation in the early grades.

QEM 2012 Report

[The 2012 report](#) focuses on teacher collaboration and formative assessments.

- Enhance the collection and use of data from formative assessments;
- Spend at least 60 minutes per week analyzing assessment data with colleagues;
- Give feedback to students and parents frequently;
- Promote teacher collaboration and devote enough time and resources so it is implemented well; and
- Teacher collaboration should include setting specific goals for improving student achievement, including for individual students.

QEM 2014 Report

[The 2014 report](#) focuses on resource allocation.

- Resources must be allocated to the uses where they have the most positive impact on student learning;
- More resources should be allocated to the early grades and to schools that have more students with higher needs, including students from low-income families, English learners and students with disabilities; and
- Districts and schools should work to reduce the rate of chronic absenteeism, with attention paid to creating a school environment and culture that is more engaging for students and promoting closer connections between students and staff.

QEM 2016 Report

[The 2016 report](#) focuses on preparing students for post-secondary success.

- Schools should promote a culture of college-going, particularly among students that don't have a history of college-going in their families;
- This requires a collaborative effort among administrators, teachers, staff, students, families and the community; and
- Schools need to design structures that help staff get to know students well.

QEM 2018 Report

[The 2018 report](#) focuses on the structures and systems required for a sustainable school improvement model. The key elements of such a model were described at the beginning of this document, but more specific recommendations include the following:

- Districts and schools need to develop “network improvement communities” that provide a framework for creating coherent systems and processes for long-term improvement. ODE should assist districts and schools in doing this work; and
- All levels of the education enterprise should pay more attention to equity. The state must pay attention to the equitable distribution of funding to school districts, and districts must pay attention to the equitable distribution of resources to individual schools. Schools, for their part, must assure that the high-needs students in their care get an education that is tailored to their specific needs.

Appendix B – Oregon’s Education Equity Lens

Purpose of Oregon’s Education Equity Lens

The purpose of this equity lens¹⁴ is to clearly articulate the shared goals we have for our state and the intentional investments we will make to reach our goal of an equitable educational system.

This equity lens helps educators and decision-makers recognize institutional and systemic barriers and discriminatory practices that have limited student success in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students of color with a particular focus on racial equity.

The focus of this equity lens is on race and ethnicity. This is based on an understanding that when we focus on racial disparities as a lens to consider investments for each and every student and community, we can and will generate opportunity and improvement in every area of educational practice and performance. Centering racial equity is rooted in the historical context of Oregon and is the path through which we can heal while targeting areas of action, intervention and investment.

The questions offered below can and should be adapted to ask questions regarding each of the [focal groups named in the Student Success Act](#) as being farthest away from opportunity and deserving our collective attention.

The passage of the Student Success Act directly calls upon educators and leaders across the state to act together, with a shared sense of purpose and possibility.

¹⁴ This equity lens was first generated by the Oregon Education Investment Board in 2011 and then was adopted by the Oregon Department of Education and the State Board of Education. It is lightly adapted here to provide an equity lens that SIA applicants can apply in their planning and decision-making processes. SIA applicants can utilize a different equity lens which they are asked to provide and describe how they’ve utilized it within the SIA application.

Questions to Support Ongoing Equity Work

The following questions should be used to examine investments and priorities:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity and native language?
8. What is your commitment to professional learning for equity? What resources are you allocating for training in culturally responsive and sustaining instruction?

Beliefs

We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system providing optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”

We believe that the students who have previously been described as “at risk,” “underperforming,” “under-represented” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our collective goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe and attending to the significant number of elementary, middle and high school students who are currently out of school. We must make our schools places where every learner feels welcomed and a sense of belonging.

We believe that ending disparities and gaps in achievement begin in the delivery of quality early learning programs and through family and community engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.

We believe that resource allocation demonstrates our priorities and values and that we demonstrate our commitment to rural communities, communities of color, English language learners and out of school youth in the ways we allocate resources and make educational investments.

We believe that communities, families, teachers and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work

will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control and resources.

We believe every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family-wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

And, we believe in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”¹⁵ An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

¹⁵ Hattie, J. (2009), Visible learning: A synthesis of over 800 meta-analyses relating to student achievement. P. 238.



Oregon Department of Education Collections Catalog Download

Download Date: 6/2/2021

<https://www.ode.state.or.us/apps/CollectionCatalog>

Search Criteria:
Ongoing Collections

Collection: (SECC) December Special Education Child Count/June Special Education Exit

Annual Collection, 2006-07 to present (ongoing)

ODE Application

Collection Description: December Special Education Child Count is a report of special education students as of December 1 per Individuals with Disabilities Education Act (IDEA). It is collected annually in December. June Special Education Exit is a report of students who have exited special education or successfully transitioned from Early Intervention (EI) to Early Childhood Special Education (ECSE) on their 3rd birthday from July 1 to June 30. It is collected annually in May/June.

Collection Data Type: Student/Child

Collection Elements:

- Demographics
 - Primary Disability and Federal Placement
 - Special Services
-

Collection Purpose: December Special Education Child Count is used for federal reporting, fiscal, statistical and improvement planning purposes. (34 CFR §§ 300.601 - 300.602, IDEA 2004). June Special Education Exit provides data for how students left special education or if students transitioned from EI to ECSE; it is used for federal reporting and for the Special Education Post School Outcomes collection.

- Allocation of State School Funding
 - Other Required Reports
 - Allocation of Federal Funding
 - Monitoring and Oversight
 - Grant Management/Allocation
 - Services to Schools and Districts
 - Required Federal Reporting/Accountability
 - Improvement Planning, SPP/APR and SPR&I
-

Collection Publications:

IDEA Federal Reports, Statewide Report Card, Special Education Report Card, SPP/APR for Special Education, Special Education Media Files

Collection Audience: *Types of institutions included in this data collection*

Public School Districts, EI/ECSE Programs, State Program Contractors (LTCT, JDEP, YCEP, ACEP, Hospital)

- ACEP
- JDEP
- County Correctional Facility
- LTCT
- Data Center
- Pediatric Nursing Facility
- EI/ECSE
- REGIONAL
- EI/ECSE Service Center
- School
- ESD
- School District
- Hospital
- State Operated
- Implicitly Administered
- YCEP

Collection: 21 APR (Annual Performance Report)

Collection Timeline: Three times per year (Fall, Spring, Summer), 2014-15 to present (ongoing)

Other Data Collection Application

Collection Description: 21 APR is the US Department of Education's data collection system for all 21st Century Community Learning Centers (21st CCLC). This system collects descriptive information on program characteristics and services as well as performance data across a range of outcomes.

Collection Data Type: Student/Child; Course or Classroom; Staff Member; Facility/Building/School/Program; School District or ESD; Grantee Type, Partners, Volunteers, Feeder Schools

Collection Elements:

- | | |
|------------------------------|---|
| • Demographics | • Staff Qualifications |
| • Special Services | • Staff Employment or Compensation |
| • School/Program Enrollment | • Program/Instructional Model Characteristics |
| • Attendance | • Institution Types and Characteristics |
| • Performance or Achievement | • Buildings or Facilities |
| • Courses or Classes | • Financial and Budget |
-

Collection Purpose: The core purpose of 21 APR is to collect information on the Government Performance and Results Act (GPRA) performance indicators associated with the 21st CCLC program. This report aids Congress in continuing and determining funding for this Title IV-B program.

- | | |
|---|-------------------------------------|
| • Allocation of Federal Funding | • Monitoring and Oversight |
| • Grant Management/Allocation | • Services to Schools and Districts |
| • Required Federal Reporting/Accountability | |
-

Collection Publications:

Government Performance and Results Act (GPRA)

Collection Audience: *Types of institutions included in this data collection*

Out-of-School Time Programs, State and Federal Government

Collection: Actual Expenditures

Annual Collection, 2005-06 to present (ongoing)

ODE Application

Collection Description: School district and education service district annual expenditures.

Collection Data Type: School District or ESD

Collection Elements:

- Financial and Budget
-

Collection Purpose: Required by ORS 327.137.

- | | |
|--------------------------------------|---|
| • Allocation of State School Funding | • Required State Reporting/Accountability |
| • Allocation of Federal Funding | • Required Federal Reporting/Accountability |
| • Grant Management/Allocation | • Other Required Reports |
| • Other Funding | • Monitoring and Oversight |
-

Collection Publications:

DBI Reporting

Collection Audience: *Types of institutions included in this data collection*

- | | |
|---------------|-------------------|
| • Data Center | • School District |
| • ESD | |

Collection: Actual Revenues

Annual Collection, 2005-06 to present (ongoing)

ODE Application

Collection Description: School district and education service district annual revenue.

Collection Data Type: School District or ESD

Collection Elements:

- Financial and Budget
-

Collection Purpose: Required by ORS 327.137.

- | | |
|--------------------------------------|---|
| • Allocation of State School Funding | • Required State Reporting/Accountability |
| • Allocation of Federal Funding | • Required Federal Reporting/Accountability |
| • Grant Management/Allocation | • Other Required Reports |
| • Other Funding | • Monitoring and Oversight |
-

Collection Publications:

DBI Reporting

Collection Audience: *Types of institutions included in this data collection*

- | | |
|---------------|-------------------|
| • Data Center | • School District |
| • ESD | |

Collection: Alternative Education Programs

Annual Collection, 2005-06 to present (ongoing)

ODE Application

Collection Description: This collection gathers institution level data for registered alternative education programs including student enrollment, grades served, and the different program types of alternative education.

Collection Data Type: Facility/Building/School/Program; School District or ESD

Collection Elements:

- School/Program Enrollment
- Institution Types and Characteristics

Collection Purpose: This collection is used for the Statewide Report Card to gather information on the different alternative education programs and student participation.

- Required State Reporting/Accountability
- Monitoring and Oversight

Collection Publications:

Statewide Report Card

Collection Audience: *Types of institutions included in this data collection*

District and Alternative Education programs

- Community College
- ESD
- Implicitly Administered
- Program
- School
- School District

Collection: Annual Transportation Reports

Annual Collection, 2018-19 to present (ongoing)

Other Data Collection Application

Collection Description: This report gathers data that supports payments to school districts

Collection Data Type: Facility/Building/School/Program; School District or ESD

Collection Elements:

- Buildings or Facilities
 - Financial and Budget
 - Vehicle/Transportation Information
-

Collection Purpose: Required reporting that supports the State School Transportation Grant and payments from that fund to School Districts.

- Allocation of State School Funding
 - Other Funding
-

Collection Publications:

Annual Transportation Information Report, Annual Bus and Garage Depreciation Report, Annual Vehicle Certification Report, Annual Drug and Alcohol Compliance Report.

Collection Audience: *Types of institutions included in this data collection*

All transportation Entities

Collection: Annual Vehicle Certification

Annual Collection, 2007-08 to present (ongoing)

Paper/Secure File Transfer

Collection Description: Documentation that inspections have been completed and vehicles continue to meet ORS 820.100 requirements.

Collection Data Type: Facility/Building/School/Program

Collection Elements:

- Vehicle/Transportation Information
-

Collection Purpose: Certification that each vehicle on the list has received its inspection within the last year, and will be used to transport students. Report removes vehicles from service.

- Allocation of State School Funding
 - Student Health and Safety
 - Monitoring and Oversight
-

Collection Audience: *Types of institutions included in this data collection*

Pupil Transportation, School Districts, Contractors

Collection: At-A-Glance Narrative Collection

Annual Collection, 2017-18 to present (ongoing)

ODE Application

Collection Description: This collection gathers narrative information from schools and districts for the At-A-Glance report. Including information about school and district goals, school environment, and opportunities for student and parent engagement.

Collection Data Type: Facility/Building/School/Program; School District or ESD

Collection Elements:

- Narrative Descriptions

Collection Purpose: To allow districts and schools the opportunity to include narrative data to provide context and a more holistic view of their institutions for the school and district At-A-Glance reports.

- Optional information for the school and district At-A-Glance reports

Collection Publications:

[School and district At-A-Glance reports](#)

Collection Audience: *Types of institutions included in this data collection*

- ESD
- School District
- School
- State Operated

Collection: Audit Documents

Annual Collection, 2004-05 to present (ongoing)

Paper/Secure File Transfer

Collection Description: This collection is a reminder for school districts to submit a hard copy of their complete audit document to ODE.

Collection Data Type: School District or ESD

Collection Elements:

- Financial and Budget

Collection Purpose: Audit Documents (paper) is included in the Schedule of Due Dates as a reminder to school districts and education service districts that a hardcopy of their audit must be submitted to ODE by year end. By law if the paper audit is not at ODE by the stated submission date, the January 15 State School fund payment is NOT made until the next regular payment following the cut off date the audit is received. Required under ORS 327.137.

- | | |
|--------------------------------------|---|
| • Allocation of State School Funding | • Required State Reporting/Accountability |
| • Allocation of Federal Funding | • Required Federal Reporting/Accountability |
| • Grant Management/Allocation | • Other Required Reports |
| • Other Funding | • Monitoring and Oversight |

Collection Publications:

This is a paper collection.

Collection Audience: *Types of institutions included in this data collection*

K-12 Public Schools and ESDs

- | | |
|-------|-------------------|
| • ESD | • School District |
|-------|-------------------|

Collection: Biliteracy Seal

Biannual Collection, 2018-19 to present (ongoing)

ODE Application

Collection Description: This collection gathers records from districts for student candidates for the Oregon State Seal of Biliteracy, including information about their demographics, English Learner status, primary language spoken, graduation year, name of assessment and language assessment scores.

Collection Data Type: Student/Child

Collection Elements:

- Demographics
 - Special Services
 - School/Program Enrollment
 - Performance or Achievement
 - Outcomes or Credentials
-

Collection Purpose: Collect data needed to provide biliteracy seals and certificates to qualifying students with improved security under OAR 581-021-0582.

- Services to Schools and Districts
 - Meeting criteria to earn the Biliteracy Seal
-

Collection Publications:

SB 1564 State EL Report

Collection Audience: *Types of institutions included in this data collection*

- School
- School District

Collection: Budget Documents

Annual Collection, 2004-05 to present (ongoing)

Paper/Secure File Transfer

Collection Description: This collection is a reminder for school districts to submit a hard copy of their complete adopted budget document to ODE.

Collection Data Type: School District or ESD

Collection Elements:

- Financial and Budget
-

Collection Purpose: This is not an actual collection, but more a reminder that districts are required to submit a paper copy of their annual budget to ODE prior to the submission of their electronic data. The hardcopy data is then reconciled with the electronic data to ensure data integrity.

- | | |
|--------------------------------------|---|
| • Allocation of State School Funding | • Required State Reporting/Accountability |
| • Allocation of Federal Funding | • Required Federal Reporting/Accountability |
| • Grant Management/Allocation | • Other Required Reports |
| • Other Funding | • Monitoring and Oversight |
-

Collection Publications:

This is a paper collection.

Collection Audience: *Types of institutions included in this data collection*

K-12 Public Schools and ESDs

- | | |
|-------|-------------------|
| • ESD | • School District |
|-------|-------------------|

Collection: Budget Expenditures

Annual Collection, 2005-06 to present (ongoing)

ODE Application

Collection Description: The collection gathers adopted budget financial data

Collection Data Type: School District or ESD

Collection Elements:

- Financial and Budget

Collection Purpose: School district and education service district annual budget expenditures are reconciled between their hardcopy and electronic submissions and the data is published on ODE's website. Required under ORS 294.305 to 294.565.

- | | |
|--------------------------------------|---|
| • Allocation of State School Funding | • Required State Reporting/Accountability |
| • Allocation of Federal Funding | • Required Federal Reporting/Accountability |
| • Grant Management/Allocation | • Other Required Reports |
| • Other Funding | • Monitoring and Oversight |

Collection Publications:

[Centralized Online Reports](#)

Collection Audience: *Types of institutions included in this data collection*

- | | |
|---------------|-------------------|
| • Data Center | • School District |
| • ESD | |

Collection: Budget Revenues

Annual Collection, 2005-06 to present (ongoing)

ODE Application

Collection Description: This collection gathers adopted budget financial data

Collection Data Type: School District or ESD

Collection Elements:

- Financial and Budget
-

Collection Purpose: School district and education service district annual budget revenues are reconciled between their hardcopy and electronic submissions and the data is published on ODE's website. Required under ORS 294.305 to 294.565.

- | | |
|--------------------------------------|---|
| • Allocation of State School Funding | • Required State Reporting/Accountability |
| • Allocation of Federal Funding | • Required Federal Reporting/Accountability |
| • Grant Management/Allocation | • Other Required Reports |
| • Other Funding | • Monitoring and Oversight |
-

Collection Publications:

[Centralized Online Reports](#)

Collection Audience: *Types of institutions included in this data collection*

- | | |
|---------------|-------------------|
| • Data Center | • School District |
| • ESD | |

Collection: Building Collection

Annual Collection, 2015-16 to present (ongoing)

ODE Application

Collection Description: The ODE Building Collection is a public resource detailing the current condition/status of each of the state's Pre-K -12 public school buildings as required by SB540.

Collection Data Type: Facility/Building/School/Program; School District or ESD

Collection Elements:

- Institution Types and Characteristics
 - Financial and Budget
 - Buildings or Facilities
-

Collection Purpose: The purpose of the ODE Building Collection is to detail the current condition/status of each of the state's Pre-K -12 public school buildings as required by SB540 and ORS 326.125. The contents of the ODE Building Collection are open to the public.

- Required State Reporting/Accountability
-

Collection Audience: *Types of institutions included in this data collection*

- Charter School
- School District
- ESD
- State Operated
- School

Collection: Bus and Garage Depreciation Schedule

Annual Collection, 2004-05 to present (ongoing)

Paper/Secure File Transfer

Collection Description: The Annual Bus and Garage Depreciation report is used in establishing payments to school districts and eligible EDS' for reimbursable assets.

Collection Data Type: Facility/Building/School/Program; School District or ESD

Collection Elements:

- Buildings or Facilities
- Financial and Budget
- Vehicle/Transportation Information

Collection Purpose: This is collected per statute (ORS 327.033) for the calculation of the Transportation Grant in the State School Fund

- Allocation of State School Funding
- Required State Reporting/Accountability

Collection Publications:

Data is entered on to a web form and used by OFA

Collection Audience: *Types of institutions included in this data collection*

Bus and Garage should only be School Districts and Eligible ESD programs

- ESD
- School District

Collection: Certification of Drug and Alcohol Testing Compliance

Annual Collection, 2017-18 to present (ongoing)

Paper/Secure File Transfer

Collection Description: Schools who provide transportation services must certify to the department drug and alcohol testing compliance as stated in 49 CFR part 382 or 382.107 including any positive tests that may occur during the year.

Collection Data Type: Staff Member; Facility/Building/School/Program

Collection Elements:

- Health, Safety, Security
- Vehicle/Transportation Information

Collection Purpose: School Bus drivers hold a commercial driver license, so by Federal rule they must be in compliance with federal drug and alcohol testing programs to operate those vehicles.

- Monitoring and Oversight
- Student Health and Safety

Collection Audience: *Types of institutions included in this data collection*

Entities who operate school buses, ODE

Collection: Child Development Specialist (CDS) Program Plan/Approval

Continuous Collection, 2000-01 to present (ongoing)

Paper/Secure File Transfer

Collection Description: This collection gathers information from districts wishing to employ a specific person (one or more) as a Child Development Specialist (CDS). The information collected includes Request for Authorization form (CDS names, schools, date that program plan was last updated, link/hard copy to program plan, district name, phone number, address, superintendent's signature, CDS program director's name and email) and Initial Application Checklist (CDS Program Plan, Authorization/Re-authorization Form, Candidate resume, transcripts, copy of fingerprint/Criminal History Versification Form or license requiring it, 3 Competency Evaluation Forms completed).

Collection Data Type: Staff Member; Facility/Building/School/Program; School District or ESD

Collection Elements:

- Staff Qualifications
 - Staff Employment or Compensation
-

Collection Purpose: (ORS 329.255) School districts are required to submit a written plan to be approved by ODE. The CDS applicants need to be approved by ODE. District are required to review their plan annually and submit updates. CDS personnel are required to submit an annual evaluation to ODE.

- Required State Reporting/Accountability
 - Services to Schools and Districts
 - Monitoring and Oversight
-

Collection Publications:

Spreadsheet

Collection Audience: *Types of institutions included in this data collection*

District superintendents, district CDS Program Directors, School Principals and CDS personnel.

Collection: Child Development Specialist (CDS) Summary of School Year Activities

Annual Collection, 2007-08 to present (ongoing)

Paper/Secure File Transfer

Collection Description: This collection gathers yearly information from employees of schools in the role of Child Development Specialist (CDS). The information gathered is name of CDS, district, school, phone number, principal's name, principal's number, grades served, percentage of time supporting students in the four developmental domains, activities performed as related to program content areas of school counseling.

Collection Data Type: Staff Member; Facility/Building/School/Program; School District or ESD

Collection Elements:

- Staff Employment or Compensation
- Institution Types and Characteristics
- percentage of time supporting students in the four developmental domains, activities performed as related to program content areas of school counseling

Collection Purpose: School districts wishing to employ a specific person (one or more) as a Child Development Specialist (CDS) must first have a Child Development Specialist Program Plan approved by the Oregon Department of Education. This plan should be aligned to or part of the District's Comprehensive Guidance and Counseling Program Plan. The approved CDS Program Plan must be on file with ODE and should be available to CDS and their supervisors. Annual plan updates are a prerequisite for Child Development Specialist Authorizations (as outlined in section 581-022-1512 of Division 22 requirements). The annual plan update needs to be submitted as part of the request for CDS authorization or reauthorization. The Summary of School year Activities is required by each CDS at the end of each school year in order to maintain authorization.

- Required State Reporting/Accountability
- Monitoring and Oversight
- Services to Schools and Districts

Collection Publications:

Spreadsheet of information gathered.

Collection Audience: *Types of institutions included in this data collection*

Those in CDS roles.

Collection: Child Find

Annual Collection, 2007-08 to present (ongoing)

ODE Application

Collection Description: Report of initial evaluations for special education for which consent is provided and eligibility is determined in a timely manner.

Collection Data Type: Student/Child

Collection Elements:

- Demographics
 - School/Program Enrollment
 - Special Services
-

Collection Purpose: In a timely manner, school districts must identify, locate and evaluate all children with disabilities for whom they are responsible, regardless of the severity of the disability, who are in need of early intervention, early childhood special education, or special education services.

- Required State Reporting/Accountability
 - Required Federal Reporting/Accountability
-

Collection Publications:

Special Education Performance and Improvement: Child Find B11, Special Education Report Card, IDEA Federal Reports, SPP/APR

Collection Audience: *Types of institutions included in this data collection*

school districts, LTCT, JDEP

- County Correctional Facility
- JDEP
- Data Center
- LTCT
- EI/ECSE
- School
- EI/ECSE Service Center
- School District
- ESD
- State Operated
- Hospital
- YCEP
- Implicitly Administered

Collection: Child Nutrition Direct Certification Match (NSLP)

Continuous Collection, 2005-06 to present (ongoing)

ODE Application

Collection Description: Child Nutrition Programs gather three data sets from DHS/OHA and one from ODE: SNAP (Supplemental Nutrition Assistance Program) participants, students in the Foster system, Medicaid recipients, and SSID (Statewide Student Identifier), respectively. The SNAP/Foster and ODE data sets are matched weekly to certify students who are eligible to receive free meals, that information is then passed onto districts. Medicaid data is matched in the same way, but just once a year to verify household income of students who have been certified through income applications.

Collection Data Type: Student/Child

Collection Elements:

- Demographics
 - eligibility
-

Collection Purpose: To certify students who are eligible to receive free meals (weekly) and to verify household income (annually)

- Required Federal Reporting/Accountability
 - Services to Schools and Districts
-

Collection Audience: *Types of institutions included in this data collection*

School districts, charter schools, private schools

- RCCI
- School District
- School

Collection: CIP Budget Narrative

Continuous Collection, 2006-07 to present (ongoing)

ODE Application

Collection Description: Describes how Federal funds will supplement District funds and programs and captures how ESEA and Perkins funds will be spent to support the attainment of the Districts' improvement goals.

Collection Data Type: Student/Child; Staff Member; Facility/Building/School/Program; School District or ESD

Collection Elements:

- | | |
|-----------------------------|---|
| • Special Services | • Institution Types and Characteristics |
| • School/Program Enrollment | • Financial and Budget |
| • Staff Qualifications | • Narrative Descriptions |

Collection Purpose: The CIP Budget Narrative/Spending Workbook meets some of the requirements for the release of Federal funds.

- | | |
|---------------------------------|---|
| • Allocation of Federal Funding | • Required Federal Reporting/Accountability |
| • Grant Management/Allocation | • Monitoring and Oversight |

Collection Publications:

federal allocation spreadsheets

Collection Audience: *Types of institutions included in this data collection*

All districts that receive federal funding in Title IA, IC, ID, IIA, III, IVA, & REAP/RLIS

Collection: Civil Rights Data Collection (CRDC) for JDEP/YCEP

Collection Timeline: Biennially (once every two years), 2008-09 to present (ongoing)

Other Data Collection Application

Collection Description: Federal Collection that happens biennially that ODE submits for JDEP and YCEP

Collection Data Type: Student/Child; Course or Classroom; Facility/Building/School/Program

Collection Elements:

- | | |
|------------------------------|---|
| • Demographics | • Courses or Classes |
| • Special Services | • Staff Qualifications |
| • School/Program Enrollment | • Staff Employment or Compensation |
| • Attendance | • Program/Instructional Model Characteristics |
| • Performance or Achievement | • Institution Types and Characteristics |
| • Outcomes or Credentials | • Buildings or Facilities |
| • Health, Safety, Security | • Financial and Budget |
| • Disciplinary Actions | |

Collection Purpose: To comply with the Federal USDOE requirement of the data submission of the Civil Rights Data Collection.

- | | |
|---|-----------------------------|
| • Required Federal Reporting/Accountability | • Student Health and Safety |
| • Monitoring and Oversight | |

Collection Publications:

Spreadsheet or flat file submission and [USDOE Civil Rights Data Collection results](#)

Collection Audience: *Types of institutions included in this data collection*

Juvenile Detention Education Program (JDEP) and Youth Corrections Education Program (YCEP)

Collection: Class Roster

Annual Collection, 2011-12 to present (ongoing)

ODE Application

Collection Description: The purpose of the Class Roster Collection is to link teachers and students with instructional courses. Collecting these data makes it possible to identify which students and courses are being taught by each teacher. The Class Roster Collection uses information from the Instructional Unit Identifier (IUID), Unique Staff Identifier (USID) and the Secure Student Identifier (SSID) Collections.

Collection Data Type: Student/Child; Course or Classroom; Staff Member

Collection Elements:

- Demographics
 - School/Program Enrollment
 - Courses or Classes
-

Collection Purpose: To collect course-taking data at the student level in order to meet the class size reporting requirements of HB 2644 and ORS 329.901. The purpose is to link teachers and students with instructional courses so that it is possible to identify which students and courses are being taught by each teacher. Data are reported on the School and District At-a-Glance Profiles, in a stand-alone report presented to the Legislature the following February, and for media/other public records requests.

- Required State Reporting/Accountability
-

Collection Publications:

[School and District At-a-Glance Profiles](#), [Statewide Report Card](#), [Class Size Report](#)

Collection Audience: *Types of institutions included in this data collection*

- Data Center
- ESD
- JDEP
- LTCT
- School
- School District
- Skill Center
- State Operated
- YCEP

Collection: CNPweb

Other Data Collection Application

Collection Description: data collected to apply for programs, ensure compliance, issue funds

Collection Data Type: Facility/Building/School/Program

Collection Elements:

- School/Program Enrollment
 - Attendance
 - Performance or Achievement
 - Health, Safety, Security
 - Program/Instructional Model Characteristics
 - Institution Types and Characteristics
 - Buildings or Facilities
 - Financial and Budget
 - Narrative Descriptions
-

Collection Purpose: to ensure compliance with federal and state regulations and to disperse reimbursements for program participation

- Allocation of Federal Funding
 - Grant Management/Allocation
 - Other Funding
 - Required State Reporting/Accountability
 - Required Federal Reporting/Accountability
 - Monitoring and Oversight
-

Collection Publications:

Free and Reduced Price Lunch (DBI 0061); Free and Reduced Price Lunch for CACFP and SFSP, participation reports, CEP eligibility and approved notification reports, administrative review results, etc.

Collection Audience: *Types of institutions included in this data collection*

schools (private and public), residential and nonresidential child care institutions, child care centers (for-profit and non-profit), head start programs, in-home day cares, additional public and non-profit organizations, depending on program and collection

Collection: Coordinated Early Intervening Services Collection

Annual Collection, 2019-20 to present (ongoing)

ODE Application

Collection Description: Public school districts (LEAs) report of use of IDEA funds for Coordinated Early Intervening Services including the number of students who received CEIS or CCEIS and total number who subsequently received special education and related services under IDEA the preceding 2-year period.

Collection Data Type: School District or ESD

Collection Elements:

- Special Services
 - Financial and Budget
 - School/Program Enrollment
 - Optional use of IDEA Funds
-

Collection Purpose: Public school district (LEA) report of use of IDEA funds for Coordinated Early Intervening Services including the number of students who received CEIS or CCEIS and total number who subsequently received special education and related services under IDEA the preceding 2-year period. (34 CFR §§ 300.226, 34 CFR §§ 300.646)

- Required Federal Reporting/Accountability
 - Optional use of IDEA funds
 - Monitoring and Oversight
-

Collection Publications:

IDEA Federal Reports

Collection Audience: *Types of institutions included in this data collection*

Public School Districts (LEAs)

Collection: CTE Course

Annual Collection, 2004-05 to present (ongoing)

ODE Application

Collection Description: This collection gathers information about students who took CTE courses during the current school year. Information like course numbers, credits earned and grades are captured in the collection.

Collection Data Type: Course or Classroom

Collection Elements:

- Demographics
- Special Services
- School/Program Enrollment
- Performance or Achievement
- Courses or Classes

Collection Purpose: This collection is an accountability requirement for the Carl D. Perkins act.

- Required Federal Reporting/Accountability

Collection Publications:

90% Reports/Stoplight Report

Collection Audience: *Types of institutions included in this data collection*

Institutions with an approved CTE Program of Study that is accepting Perkins funds.

- ESD
- School
- School District
- Skill Center
- State Operated

Collection: CTE Program Update

Annual Collection, 2004-05 to present (ongoing)

ODE Application

Collection Description: The CTE Program Update is a interconnected collection in the State's data system. It collects data on CTE Programs of Study and program of study courses being offered at the high school level. Data collected includes the following:

Collection Data Type: Course or Classroom; Facility/Building/School/Program

Collection Elements:

- Courses or Classes
- Narrative Descriptions

Collection Purpose: The CTE Program Update collects data required for Federal Perkins reporting and funding as well as data used for state level reporting and funding allocations.

- Allocation of State School Funding
- Allocation of Federal Funding
- Grant Management/Allocation
- Required State Reporting/Accountability
- Required Federal Reporting/Accountability
- Monitoring and Oversight

Collection Audience: *Types of institutions included in this data collection*

The audience for my collection includes, schools, districts, and Regional Coordinators

- CTE Region
- CTE Site
- ESD
- School
- School District
- Skill Center

Collection: CTE Student

Annual Collection, 2004-05 to present (ongoing)

ODE Application

Collection Description: This collection gathers student information, including technical skill assessments, student leadership organizations, and career-related learning experiences.

Collection Data Type: Student/Child

Collection Elements:

- Demographics
 - Outcomes or Credentials
 - Special Services
-

Collection Purpose: The information collected in the CTE Student collection is required to calculate the information submitted for the Carl D. Perkins act. It is submitted in a report called the Consolidated Annual Report (CAR).

- Required Federal Reporting/Accountability
-

Collection Publications:

90% Reports/Stoplight Report

Collection Audience: *Types of institutions included in this data collection*

Any institutions that have an approved CTE Program of Study and are accepting Perkins funding.

- ESD
- Skill Center
- School
- State Operated
- School District

Collection: Cumulative Average Daily Membership (CumADM)

Quarterly Collection, 2009-10 to present (ongoing)

ODE Application

Collection Description: This collection contains records of enrollment, including the type and amount of instruction provided, and outcomes, such as graduation, for Oregon public school students. All students receiving public education in grades K-12 should be reported in the Cumulative ADM Collection. This includes full-time and part-time, as well as those enrolled in Alternative Education, ESL (English as a Second Language), and PnP (Pregnant and Parenting) Programs.

Collection Data Type: Student/Child

Collection Elements:

- Demographics
 - Attendance
 - Special Services
 - Outcomes or Credentials
 - School/Program Enrollment
-

Collection Purpose: The purpose of the Cumulative ADM collection is to ensure an accurate collection of Average Daily Membership (ADM) in schools and programs for the purposes of allocating the State School Fund. In addition, data from the Cumulative ADM collection are used for accountability reporting, including students who are early leavers and students who were awarded a diploma or certificate of completion. Information for many other state and federal reporting requirements is gathered from this collection.

- Allocation of State School Funding
 - Required Federal Reporting/Accountability
 - Required State Reporting/Accountability
-

Collection Publications:

[Fall and Spring Membership Reports](#), [Graduation](#), [Dropouts](#), [Report Cards](#)

Collection Audience: *Types of institutions included in this data collection*

ACEP, County Correctional Facility, Data Center, EI/ECSE, ESD, Head Start, Hospital, Implicitly Administered, JDEP, LTCT, School, School District, Skill Center, State Operated, YCEP, Pediatric Nursing Facility.

- ACEP
- JDEP
- County Correctional Facility
- LTCT
- Data Center
- Pediatric Nursing Facility
- EI/ECSE
- School
- ESD
- School District
- Head Start
- Skill Center
- Hospital
- State Operated
- Implicitly Administered
- YCEP

Collection: Dental Screening

Annual Collection, 2019-20 to present (ongoing)

ODE Application

Collection Description: This collection gathers information from school districts regarding students who have submitted a dental screening certificate and those who have not.

Collection Data Type: School District or ESD

Collection Elements:

- Health, Safety, Security
-

Collection Purpose: To address a legislative request for understanding student access to dental screenings.

- Student Health and Safety
-

Collection Publications:

[ODEs dental screening report](#)

Collection Audience: *Types of institutions included in this data collection*

The Legislature and OHA.

- School District

Collection: Discipline Incidents

Annual Collection, 2007-08 to present (ongoing)

ODE Application

Collection Description: This collection gathers information on Suspensions, Expulsions, Truancy events, and Removals to Alternative Settings for all students (general and special education), including demographics, offenses, and weapons.

Collection Data Type: Student/Child; Discipline Incident

Collection Elements:

- Demographics
 - Special Services
 - Disciplinary Actions
-

Collection Purpose: The purpose of the Discipline Incidents data collection is to gather and identify student level discipline throughout the districts and their schools. The data is primarily used to satisfy federal reporting requirements under the ESSA, IDEA, and Gun Free Schools Act (GSFA), to calculate significant disproportionality, to respond to data requests from stakeholders, and to guide districts in their school improvement activities.

- Required Federal Reporting/Accountability
 - Monitoring and Oversight
 - Student Health and Safety
-

Collection Publications:

Information from this collection is used for required federal reports. [Statewide Report Card](#), [Discipline Incidences Media File](#)

Collection Audience: *Types of institutions included in this data collection*
public education programs

- Alternative School
- Charter School
- Data Center
- EI/ECSE
- EI/ECSE Service Center
- ESD
- Program
- School
- School District
- State Operated

Collection: District Bonds

Annual Collection, 2015-16 to present (ongoing)

ODE Application

Collection Description: The ODE District Bond Collection contains details of the general obligation bond status for each school district.

Collection Data Type: School District or ESD

Collection Elements:

- Buildings or Facilities
- Financial and Budget

Collection Purpose: The purpose of ODE District Bond Collection is to collect details of the general obligation bond status for each school district per ORS 326.125.

- Required State Reporting/Accountability

Collection Audience: *Types of institutions included in this data collection*

- ESD
- School District

Collection: Education Program (JDEP, LTCT, and YCEP) Service Plans

Biannual Collection, 2008-09 to present (ongoing)

Paper/Secure File Transfer

Collection Description: Service Plans for the upcoming biennium for the JDEP, LTCT, and YCEP sites

Collection Data Type: Student/Child; Course or Classroom; Staff Member; Facility/Building/School/Program

Collection Elements:

- | | |
|------------------------------|---------------------------|
| • Special Services | • Outcomes or Credentials |
| • School/Program Enrollment | • Courses or Classes |
| • Performance or Achievement | • Financial and Budget |

Collection Purpose: For the JDEP, LTCT, and YCEP sites to communicate their plans with the ODE and Federal funds to serve the students in these facilities.

- | | |
|-------------------------------|------------------|
| • Grant Management/Allocation | • ODE Operations |
| • Monitoring and Oversight | |

Collection Audience: *Types of institutions included in this data collection*

JDEP, LTCT, and YCEP sites

Collection: EGrant Management System (EGMS)

Continuous Collection, 2005-06 to present (ongoing)

ODE Application

Collection Description: This is the system through which subrecipients receive subgrant notifications from ODE and submit claims for subgrant funding.

Collection Data Type: Subgrant

Collection Elements:

- Financial and Budget
-

Collection Purpose: EGMS is used to track subgrants awarded to subrecipients and provides an interface with which grantees may make claims for reimbursement.

- | | |
|---|---|
| • Allocation of Federal Funding | • Required Federal Reporting/Accountability |
| • Grant Management/Allocation | • Other Required Reports |
| • Other Funding | • Monitoring and Oversight |
| • Required State Reporting/Accountability | • ODE Operations |
-

Collection Audience: *Types of institutions included in this data collection*

All SDs, ESDs, non-profits, colleges, universities, and other entities that qualify for grant funding from ODE.

- | | |
|---------------------------|-----------------------|
| • Association | • Independent College |
| • Charter School | • Program |
| • Community College | • School |
| • Data Center | • School District |
| • ESD | • State Operated |
| • Head Start | • University |
| • Implicitly Administered | |

Collection: EI-ECSE Monthly Child Count

Monthly Collection, 2000-01 to present (ongoing)

Other Data Collection Application

Collection Description: This is a monthly collection represents data from the 2nd of the previous month to the 1st of the current month. All of our 9 Area EI/ECSE programs submit the following data for EI totals and ECSE totals; 1) referrals, 2) eligible children with IFSPs, 3) children evaluated and qualified, 4) children evaluated and did not qualify, 5) children who exit from service, and 6) children screened and not referred for an evaluation. The second part of the monthly count addresses our 45 day timeline data. This data gives of the number of children who completed an EI evaluation, EI eligibility, and IFSP within 45 days of referral (having a good parent contact) and those that went over 45 days and why. If they exceed the timeline, the program must include a Corrective Action Plan for that child explaining why the program did not meet the timeline and what actions will be taken to correct this.

Collection Data Type: Student/Child; Corrective Action Plans

Collection Elements:

- School/Program Enrollment
- EI/ECSE data for Referrals, Exit data

Collection Purpose: Data is used for EI/ECSE Rolling Averages, monitoring growth in caseloads for stakeholders/legislature, and the 45 Day Data and Corrective Action plans are used for monitoring and our Annual Performance Report.

- Allocation of State School Funding
- Monitoring and Oversight
- Allocation of Federal Funding
- Services to Schools and Districts
- Required Federal Reporting/Accountability

Collection Publications:

Completed monthly; Monthly Count Summary, EI/ECSE Caseload graph, Monthly Count Comparisons.
Completed annually; C7 45 Day Timeline Report for APR

Collection Audience: *Types of institutions included in this data collection*

EI/ECSE programs

Collection: ESD Direct Support

Annual Collection, 2005-06 to present (ongoing)

ODE Application

Collection Description: Purpose it to track how ESD's spend resolution dollars

Collection Data Type: School District or ESD

Collection Elements:

- Financial and Budget
-

Collection Purpose: The survey has two purposes. The first purpose is to report services provided directly to your constituent and non-constituent districts. The second purpose is to report all resolution services provided to your constituent and non-constituent districts. ESD local service plans are defined in Oregon Administrative Rule (OAR) 581-024-0285. This collection identifies how the required 90/10 fund disbursement is distributed by the ESDs and showcases the ESD disbursement of K-12 funds.

- | | |
|--------------------------------------|---|
| • Allocation of State School Funding | • Required State Reporting/Accountability |
| • Allocation of Federal Funding | • Required Federal Reporting/Accountability |
| • Grant Management/Allocation | • Other Required Reports |
| • Other Funding | |
-

Collection Publications:

DBI Reporting

Collection Audience: *Types of institutions included in this data collection*

- | | |
|---------------|-------------------|
| • Data Center | • School District |
| • ESD | |

Collection: ESEA CDPR Title IA: Students and Programs

Annual Collection, 2008-09 to present (ongoing)

ODE Application

Collection Description: The purpose of the Title I-A Consolidated District Performance Report Application is to provide a collection mechanism for district users to submit and update information required by the US Department of Education. This collection gathers relevant Title I-A student data including assessment, special education, English Learners, homeless, neglected, and migrant information. In addition, demographic, private school and supplemental education data is gathered.

Collection Data Type: Facility/Building/School/Program

Collection Elements:

- | | |
|--------------------|------------------------------|
| • Demographics | • School/Program Enrollment |
| • Special Services | • Performance or Achievement |

Collection Purpose: The purpose of this collection is to submit data to the US Department of Education as part of the Consolidated State Performance Report.

- | | |
|---|----------------------------|
| • Grant Management/Allocation | • Monitoring and Oversight |
| • Required Federal Reporting/Accountability | |

Collection Publications:

Federally published Consolidated State Performance Report.

Collection: ESEA CDPR Title ID: Academic Outcomes

Annual Collection, 2014-15 to present (ongoing)

ODE Application

Collection Description: The Title I-D CDPR Academic Outcomes Collection data reflects the students and programs which receive Title I-D funded services.

Collection Data Type: Facility/Building/School/Program

Collection Elements:

- School/Program Enrollment
 - Outcomes or Credentials
 - Performance or Achievement
-

Collection Purpose: The purpose of this collection is to submit data to the US Department of Education as part of the Consolidated State Performance Report.

- Grant Management/Allocation
 - Monitoring and Oversight
 - Required Federal Reporting/Accountability
-

Collection Publications:

Federally published Consolidated State Performance Report

Collection: ESEA CDPR Title ID: Programs and Facilities

Annual Collection, 2014-15 to present (ongoing)

ODE Application

Collection Description: The Title I-D CDPR Programs and Facilities Collection data reflects the students and programs which receive Title I-D funded services.

Collection Data Type: Facility/Building/School/Program

Collection Elements:

- | | |
|--------------------|---|
| • Demographics | • School/Program Enrollment |
| • Special Services | • Institution Types and Characteristics |

Collection Purpose: The purpose of this collection is to submit data to the US Department of Education as part of the Consolidated State Performance Report.

- | | |
|---|----------------------------|
| • Grant Management/Allocation | • Monitoring and Oversight |
| • Required Federal Reporting/Accountability | |

Collection Publications:

Federally published Consolidated State Performance Report

Collection: ESEA McKinney-Vento: Homeless

Annual Collection, 2012-13 to present (ongoing)

ODE Application

Collection Description: This collection compiles records for the district count of PK-12 homeless students, including living situation (shelter, unsheltered, doubled-up, motel) and unaccompanied status (Y/N).

Collection Data Type: Student/Child; School District or ESD

Collection Elements:

- Demographics
 - Special Services
 - School/Program Enrollment
 - Attendance
 - Performance or Achievement
 - Outcomes or Credentials
 - Disciplinary Actions
-

Collection Purpose: The purpose of the ESEA Homeless Collection is to fulfill federal ED requirements to submit PK-12 homeless student count and performance information on an annual basis. Data collected completes Section 1.9 part 1 of the Consolidated State Performance Report (CSPR), and will be analyzed by ED to assist in determining the effectiveness of the Education of Homeless Children and Youth Program.

- Allocation of Federal Funding
 - Grant Management/Allocation
 - Other Funding
 - Required State Reporting/Accountability
 - Required Federal Reporting/Accountability
 - Other Required Reports
 - Monitoring and Oversight
 - Student Health and Safety
 - Services to Schools and Districts
-

Collection Publications:

[Statewide Report Card](#), [ODE McKinney-Vento Website](#) (USDE requires annual count data to be posted online)

Collection Audience: *Types of institutions included in this data collection*

All LEAs, Head Start, media, government agencies, non-profits, other SEAs

- ESD
- School District
- School

Collection: ESEA Title ID: October Caseload

Annual Collection, 2018-19 to present (ongoing)

ODE Application

Collection Description: The purpose of the October Caseload Count is to determine next year's Title I-D Subpart II funding allocations for districts with delinquent facilities and next year's Title I-A Neglected funding allocations for districts with neglected facilities. Districts choose a 30 day enrollment window, with a minimum of one day in the month of October. Eligible student enrollments must meet specific criteria to be eligible.

Collection Data Type: Student/Child; Facility/Building/School/Program

Collection Elements:

- School/Program Enrollment

Collection Purpose: The purpose of the ESEA Title I-D October Caseload Count is to collect counts of students in LEA delinquent and neglected residential facilities in order to provide funding to districts through the Title I-D and Title I-A program.

- Allocation of Federal Funding
- Required Federal Reporting/Accountability

Collection Audience: *Types of institutions included in this data collection*

- School
- School District

Collection: ESEA Title III: Limited English Proficiency

Annual Collection, 2004-05 to present (ongoing)

ODE Application

Collection Description: This collection is used to determine the number of: Current English Learners, Monitored English Learners, Former English Learners, Potential English Learners and Initially Fluent Speakers of English. The data is used for state and federal EL program decisions, including funding, accountability, reporting, and program monitoring.

Collection Data Type: Student/Child; Course or Classroom; School District or ESD

Collection Elements:

- | | |
|--------------------|---|
| • Demographics | • Courses or Classes |
| • Special Services | • Program/Instructional Model Characteristics |
-

Collection Purpose: The purpose of the English Learner data collection is to collect annual data on the number of Current English Learners, Monitored English Learners, Former English Learners, Potential English Learners and Initially Fluent Speakers of English. This collection provides data that ensures districts are meeting the OCR required timelines for EL identification. Additional data is collected that ensures access in instruction learning English and core content as required by Oregon statute/rule and federal law (ORS 336.079, OAR 581-023-0100(4), OAR 581-022-1140).

- | | |
|---|-------------------------------------|
| • Allocation of Federal Funding | • Other Required Reports |
| • Grant Management/Allocation | • Monitoring and Oversight |
| • Required State Reporting/Accountability | • Services to Schools and Districts |
| • Required Federal Reporting/Accountability | |
-

Collection Publications:

School & District Report Cards, EL Legislative Reports, EdFacts, etc.

Collection Audience: *Types of institutions included in this data collection*

public schools, LTCT, YCEP, JDEP, charter schools, ESDs

- | | |
|---------------------------|-------------------|
| • ESD | • School |
| • Implicitly Administered | • School District |
| • Program | • State Operated |

Collection: ESEA Title III: Recent Arrivers

Annual Collection, 2011-12 to present (ongoing)

ODE Application

Collection Description: This collection is for all enrolled students in Oregon who were born outside the US and US Territories (Puerto Rico, Guam, etc.) and educated in the US fewer than 3 cumulative academic school years. Districts determine which students to report to the collection, ODE does not collect place of birth from districts. Demographic information collected is the same as in all ODE student level data collection plus a few additional items: (1) language of origin is a required element, (2) English learner determination flag (Y/N) is a required element, (3) Student with interrupted formal education flag (Y/N) is a required element, and (4) Foreign exchange student flag (Y/N) is a required element.

Collection Data Type: Student/Child

Collection Elements:

- | | |
|--------------------|------------------------------|
| • Demographics | • School/Program Enrollment |
| • Special Services | • recently arrived to the US |
-

Collection Purpose: The purpose of this collection is to determine the number of students enrolled in Oregon who are recently arrived from another county. This is part of the requirements of Title III Immigrant reporting. Data from this collection is used for a special Title III subgrant and EdFacts reports. The federal Title III subgrant is provided to assist recently arrived students and families during their transition to the education system in the US.

- | | |
|---|-------------------------------------|
| • Allocation of Federal Funding | • Monitoring and Oversight |
| • Required Federal Reporting/Accountability | • Services to Schools and Districts |
-

Collection Audience: *Types of institutions included in this data collection*

public schools, LCTC, JDEP, YCEP, ESD with schools

- | | |
|--------------------------------|---------------------------|
| • ACEP | • Implicitly Administered |
| • Charter School | • JDEP |
| • County Correctional Facility | • LTCT |
| • Data Center | • School |
| • EI/ECSE | • School District |
| • ESD | • Skill Center |
| • Head Start | • State Operated |
| • Hospital | |

Collection: Estimate of Membership and Revenues

Annual Collection, 2005-06 to present (ongoing)

ODE Application

Collection Description: The collection includes local revenues, participation in state funded programs, transportation costs, as well as average daily membership for projecting funding allocations to 197 School districts and 19 ESDs.

Collection Data Type: Student/Child; Facility/Building/School/Program

Collection Elements:

- Special Services
- Financial and Budget
- School/Program Enrollment

Collection Purpose: The purpose of the collection is to use in the formula for calculating the State School Fund.

- Allocation of State School Funding

Collection Publications:

[District and ESD state school fund estimates](#), ADMw breakouts, payment statements

Collection Audience: *Types of institutions included in this data collection*

School districts, ESDs

- ESD
- State Operated
- School District

Collection: Extended Assessment

Annual Collection, 2004-05 to present (ongoing)

Other Data Collection Application

Collection Description: This collection gathers Oregon's alternate/Extended ELA, Math, and Science assessments student performance data.

Collection Data Type: Student/Child

Collection Elements:

- Performance or Achievement
-

Collection Purpose: The purpose of the Extended (Alternate Assessment based on Alternate Academic Achievement Standards—AA-AAAS) collection is to ensure an accurate collection of Extended Assessment data. In addition, data from the Extended collection are used for accountability reporting. Collected under OAR 581-022-0610.

- Required Federal Reporting/Accountability
-

Collection Audience: *Types of institutions included in this data collection*

Public schools

Collection: Facility Grant

Annual Collection, 2004-05 to present (ongoing)

Paper/Secure File Transfer

Collection Description: This collection includes facility plans, detailed costs, contracts and pictures to insure the district meets the criteria for the facility grant.

Collection Data Type: Facility/Building/School/Program

Collection Elements:

- Buildings or Facilities
 - Narrative Descriptions
 - Financial and Budget
-

Collection Purpose: Applications for the facility grant eligibility

- Allocation of State School Funding
 - Grant Management/Allocation
-

Collection Publications:

[Facility grant distribution spreadsheet](#)

Collection Audience: *Types of institutions included in this data collection*

School districts

- School District

Collection: Fingerprinting

Collection Timeline: As Needed, 2000-01 to present (ongoing)

ODEX - our database

Collection Description: This collection gathers information of classified employees fingerprinted to work in a district, charter school, private school, and private alternative education school, including information about what district/school they were fingerprinting through, name, address, DOB, phone number, SS#, and approved or not approved.

Collection Data Type: School District or ESD

Collection Elements:

- Demographics
- Staff Qualifications

Collection Purpose: Whether employees meet criteria based on ORS 326.603 and OAR 581-021-0500.

- Monitoring and Oversight
 - Student Health and Safety
-

Collection: High Cost Disability (HCD)

Annual Collection, 2009-10 to present (ongoing)

ODE Application

Collection Description: This collection is eligible costs associated with providing services for students on Individual education plans. These cost must meet eligible cost criteria and be over \$30,000. The collection contains Student level data, district information and associated cost per student.

Collection Data Type: Student/Child

Collection Elements:

- Financial and Budget
-

Collection Purpose: To collect the actual costs to provide special education services to students that cost districts over \$30,000 a year under ORS 327.348 and 327.008, OAR 581-023-0104.

- Allocation of State School Funding
 - Grant Management/Allocation
-

Collection Publications:

[High cost disability grant report](#)

Collection Audience: *Types of institutions included in this data collection*

School Districts and ESDs

- School
- School District

Collection: IDEA Annual Application for Federal Funds

Annual Collection, 2007-08 to present (ongoing)

Paper/Secure File Transfer; Will be electronic in future

Collection Description: This collection gathers the annual IDEA assurance statement and application for IDEA Part B Funds.

Collection Data Type: Facility/Building/School/Program; School District or ESD

Collection Elements:

- Financial and Budget
 - Narrative Descriptions
-

Collection Purpose: The annual IDEA assurances includes statements and descriptive information concerning requirements for compliance with IDEA 2004 and related federal and state laws and regulations. The annual application for IDEA Part B Funds provides the Oregon Department of Education with information concerning district budget and MOE calculation method.

- Allocation of Federal Funding
 - Required Federal Reporting/Accountability
 - Grant Management/Allocation
 - Monitoring and Oversight
-

Collection Audience: *Types of institutions included in this data collection*

Public School Districts, EI/ECSE Programs, State Program contractors (LTCT, JDEP, YCEP, ACEP, Hospital, Oregon School for the Deaf)

Collection: IDEA Excess Cost Calculation

Annual Collection, 2011-12 to present (ongoing)

ODE Application

Collection Description: This public school district (LEA) collection is used to assist districts with ensuring IDEA funds are used to supplement State, local and other Federal Funds. Spending on special education students is compared to non-special education students for elementary and/or secondary grade ranges as applicable.

Collection Data Type: School District or ESD

Collection Elements:

- | | |
|-----------------------------|---|
| • Special Services | • Institution Types and Characteristics |
| • School/Program Enrollment | • Financial and Budget |
-

Collection Purpose: Public school district (LEA) collection to assist districts with ensuring IDEA funds are used to supplement State, local and other Federal Funds. (34 CFR § 300.16, 34 CFR § 300.202)

- | | |
|-------------------------------|----------------------------|
| • Grant Management/Allocation | • Monitoring and Oversight |
|-------------------------------|----------------------------|
-

Collection Audience: *Types of institutions included in this data collection*

Public School Districts

- School District

Collection: Indirect Cost Rate System (ICRS) Certification

Annual Collection, 2005-06 to present (ongoing)

ODE Application

Collection Description: The ICRS uses audited, actual LEA & ESD expenditures to calculate the LEA and ESD indirect rates. The expenditure data used is from the most recently closed (audited) fiscal year.

Collection Data Type: School District or ESD

Collection Elements:

- Financial and Budget
-

Collection Purpose: The majority of US Department of Education (ED) funding provided to Local Education Agency (LEAs) are passed-through from the SEA (State Education Agency), ODE. Although LEAs may also receive awards directly from a federal agency, ED delegates authority for LEAs indirect cost rate determination to the SEA (34 CFR 561 (b)). The purpose of the Indirect Cost Rate System (ICRS) is to facilitate the process of calculating the indirect cost rates for the LEAs (districts and ESDs).

- Grant Management/Allocation
 - Services to Schools and Districts
 - Required Federal Reporting/Accountability
-

Collection Audience: *Types of institutions included in this data collection*

LEA & ESD Business Managers

Collection: Institutions Database

Continuous Collection, 2000-01 to present (ongoing)

Paper/Secure File Transfer

Collection Description: Maintain a list of institutions (schools, districts, programs, private agencies, etc.), contacts, grade ranges, and other relevant information; register approved private alternative programs.

Collection Data Type: Facility/Building/School/Program

Collection Elements:

- Institution Types and Characteristics
 - Buildings or Facilities
-

Collection Purpose: Institution identifiers provisioned through this process are used in all other collections.

- Grant Management/Allocation
 - Required Federal Reporting/Accountability
 - Required State Reporting/Accountability
 - ODE Operations
-

Collection Publications:

Oregon School Directory, Oregon Report Card, School and District Report Cards

Collection Audience: *Types of institutions included in this data collection*

All institutions doing business with ODE.

Collection: Instructional Unit Identifier (IUID) System

Continuous Collection, 2010-11 to present (ongoing)

ODE Application

Collection Description: This collection contains a list of classes offered in Oregon public schools, including the dates of the class, the school in which it is offered, and the course subject.

Collection Data Type: Course or Classroom

Collection Elements:

- Courses or Classes
-

Collection Purpose: The purpose of the Instructional Unit Identifier (IUID) collection is to generate class identification numbers for use in the Staff Assignment and Class Roster collections for consistency between collections. This information, once pulled into other collections, is used for federal and state reporting.

- ODE Operations
 - portability between data collections
-

Collection Audience: *Types of institutions included in this data collection*

- | | |
|--------------------------|-------------------|
| • Data Center | • School |
| • EI/ECSE | • School District |
| • EI/ECSE Service Center | • Skill Center |
| • ESD | • State Operated |
| • JDEP | • YCEP |
| • LTCT | |

Collection: JDEP/LTCT/YCEP Annual Budget

Annual Collection, 2007-08 to present (ongoing)

Other Data Collection Application

Collection Description: Annual Budget for JDEP/LTCT/YCEP programs

Collection Data Type: Facility/Building/School/Program

Collection Elements:

- Staff Employment or Compensation
 - Financial and Budget
-

Collection Purpose: Annual Budget for JDEP/LTCT/YCEP programs

- Allocation of State School Funding
 - Allocation of Federal Funding
 - Grant Management/Allocation
 - Required State Reporting/Accountability
 - Required Federal Reporting/Accountability
 - Monitoring and Oversight
 - ODE Operations
-

Collection Publications:

spreadsheets

Collection Audience: *Types of institutions included in this data collection*

JDEP, LTCT, and YCEP sites

Collection: JDEP/LTCT/YCEP Annual Federal Expenditure Report

Annual Collection, 2007-08 to present (ongoing)

Other Data Collection Application

Collection Description: JDEP/LTCT/YCEP Annual Federal Expenditure Report on federal IDEA and Title 1D Subpart 1 funds

Collection Data Type: Facility/Building/School/Program

Collection Elements:

- Special Services
 - Financial and Budget
 - Staff Employment or Compensation
-

Collection Purpose: JDEP/LTCT/YCEP Expenditure Report on Annual Federal IDEA and Title 1D Subpart 1 funds

- Grant Management/Allocation
 - Monitoring and Oversight
 - Required Federal Reporting/Accountability
-

Collection Audience: *Types of institutions included in this data collection*
JDEP, LTCT, and YCEP sites

Collection: JDEP/LTCT/YCEP Quarterly Expenditure Report

Quarterly Collection, 2007-08 to present (ongoing)

Other Data Collection Application

Collection Description: JDEP/LTCT/YCEP Quarterly Expenditure Report

Collection Data Type: Facility/Building/School/Program

Collection Elements:

- Staff Employment or Compensation
 - Financial and Budget
-

Collection Purpose: Quarterly Expenditure Report of JDEP/LTCT/YCEP programs

- Allocation of State School Funding
 - Required State Reporting/Accountability
 - Allocation of Federal Funding
 - Required Federal Reporting/Accountability
 - Grant Management/Allocation
 - Monitoring and Oversight
-

Collection Publications:

spreadsheet

Collection Audience: *Types of institutions included in this data collection*

JDEP, LTCT, and YCEP sites

Collection: JDEP/YCEP Annual Status on Goals

Annual Collection, 2007-08 to present (ongoing)

Paper/Secure File Transfer

Collection Description: Annual Status on Goals and Objectives achieved during the school year for JDEP and YCEP

Collection Data Type: Student/Child; Course or Classroom; Facility/Building/School/Program

Collection Elements:

- | | |
|------------------------------|---|
| • Special Services | • Courses or Classes |
| • School/Program Enrollment | • Program/Instructional Model Characteristics |
| • Performance or Achievement | • Institution Types and Characteristics |
| • Outcomes or Credentials | |
-

Collection Purpose: JDEP and YCEP report on the progress of the goals and objectives of the program

- | | |
|---|----------------------------|
| • Required State Reporting/Accountability | • Monitoring and Oversight |
|---|----------------------------|
-

Collection Audience: *Types of institutions included in this data collection*

JDEP and YCEP sites

Collection: Kindergarten Assessment: Approaches to Learning

Annual Collection, 2013-14 to present (ongoing)

ODE Application

Collection Description: This collection gathers teacher observations of students during classroom activities and routines for the statewide Kindergarten Assessment, as well as student demographic information.

Collection Data Type: Student/Child

Collection Elements:

- Demographics
 - Performance or Achievement
-

Collection Purpose: The purpose of the Kindergarten Assessment collections is to provide families, schools, and state-level policy makers a snapshot of the social, self-regulatory, and academic skills of incoming Kindergarteners. These collections also provide a consistent statewide tool for identifying systemic opportunity gaps, determining early learning resource allocation to best support students in need, and to measure improvement over time. The Kindergarten Assessment collections are required by OAR 581-22-2130.

- Required State Reporting/Accountability
-

Collection Publications:

[Statewide Kindergarten Assessment Results, Statewide Kindergarten Assessment--Look-back Report](#)

Collection Audience: *Types of institutions included in this data collection*

- ESD
- LTCT
- School
- School District
- State Operated

Collection: Kindergarten Assessment: Literacy

Annual Collection, 2013-14 to present (ongoing)

ODE Application

Collection Description: This collection gathers student responses to the statewide Kindergarten Assessment as well as student demographic information.

Collection Data Type: Student/Child

Collection Elements:

- Demographics
 - Performance or Achievement
-

Collection Purpose: The purpose of the Kindergarten Assessment collections is to provide families, schools, and state-level policy makers a snapshot of the social, self-regulatory, and academic skills of incoming Kindergarteners. These collections also provide a consistent statewide tool for identifying systemic opportunity gaps, determining early learning resource allocation to best support students in need, and to measure improvement over time. The Kindergarten Assessment collections are required by OAR 581-22-2130.

- Required State Reporting/Accountability
-

Collection Publications:

[Statewide Kindergarten Assessment Results, Statewide Kindergarten Assessment--Look-back Report](#)

Collection Audience: *Types of institutions included in this data collection*

- ESD
- LTCT
- School
- School District
- State Operated

Collection: Kindergarten Assessment: Mathematics

Annual Collection, 2013-14 to present (ongoing)

ODE Application

Collection Description: This collection gathers student responses to the statewide Kindergarten Assessment as well as student demographic information.

Collection Data Type: Student/Child

Collection Elements:

- Demographics
 - Performance or Achievement
-

Collection Purpose: The purpose of the Kindergarten Assessment collections is to provide families, schools, and state-level policy makers a snapshot of the social, self-regulatory, and academic skills of incoming Kindergarteners. These collections also provide a consistent statewide tool for identifying systemic opportunity gaps, determining early learning resource allocation to best support students in need, and to measure improvement over time. The Kindergarten Assessment collections are required by OAR 581-22-2130.

- Required State Reporting/Accountability
-

Collection Publications:

[Statewide Kindergarten Assessment Results, Statewide Kindergarten Assessment--Look-back Report](#)

Collection Audience: *Types of institutions included in this data collection*

- ESD
- LTCT
- School
- School District
- State Operated

Collection: LTCT Data to calculate upcoming year's LTCT funding allocations

Annual Collection, 2014-15 to present (ongoing)

Other Data Collection Application

Collection Description: LTCT sites submit data such as number of slots, classrooms, and teacher and EA salary ranges, so that ODE can calculate the forthcoming year's fiscal allocations.

Collection Data Type: Course or Classroom; Staff Member; Facility/Building/School/Program

Collection Elements:

- School/Program Enrollment
 - Financial and Budget
 - Staff Employment or Compensation
-

Collection Purpose: LTCT Data to calculate upcoming year's LTCT funding allocations

- Allocation of State School Funding
 - Grant Management/Allocation
-

Collection Publications:

spreadsheet

Collection Audience: *Types of institutions included in this data collection*

LTCT sites

Collection: Medically Fragile Services: Nurses and Students (HB2693)

Annual Collection, 2010-11 to present (ongoing)

ODE Application

Collection Description: The numbers and ratios of school nurses that serve students with health conditions per school district.

Collection Data Type: Student/Child; Staff Member

Collection Elements:

- Special Services
 - Health, Safety, Security
-

Collection Purpose: The purpose of the Medically Fragile Data collection is to ensure an accurate collection of the number of medically fragile and medically complex students as required by ORS 336.201. In addition, this collection captures the number of school nurses from which we calculate the state school nurse to student ratio. The data is included in a an annual report to the legislature.

- Required State Reporting/Accountability
 - Student Health and Safety
-

Collection Publications:

[School Nurses Annual Report - Legislative Report](#)

Collection Audience: *Types of institutions included in this data collection*

Oregon Legislator, public schools, Oregon Health Authority

- School District

Collection: Ninth Grade On-Track

Annual Collection, 2013-14 to present (ongoing)

ODE Application

Collection Description: This collection gathers a list of entering high school students that are on-track to graduate in four years. A student is considered on-track if they are part of the year's entering high school cohort, and have earned at least 6 credits or 25% of the number required for high school graduation, whichever is higher, by the end of their first year of high school. This is a minimum of 6 credits, but may be higher in districts that require more credits to graduate than the state's minimum. Credits earned may be counted as long as they are awarded before the beginning of the next school year (August, 31), including advanced credits earned in 8th grade and summer school credits.

Collection Data Type: Student/Child

Collection Elements:

- Demographics

Collection Purpose: To provide an indicator of on-track status for use in state and federal accountability reporting and research.

- Required State Reporting/Accountability

Collection Publications:

[School and District At-a-Glance Profiles](#), [Statewide Report Card](#)

Collection Audience: *Types of institutions included in this data collection*

- | | |
|--------------------------------|-------------------|
| • ACEP | • LTCT |
| • County Correctional Facility | • School |
| • Data Center | • School District |
| • ESD | • Skill Center |
| • Hospital | • State Operated |
| • Implicitly Administered | • YCEP |
| • JDEP | |

Collection: OMSIS

Continuous Collection, 2011-12 to present (ongoing)

Other Data Collection Application

Collection Description: This collection gathers eligible migrant student information (demographic, attendance, credits, supplemental services, etc.) data that are required by the federal government and the National Migrant Student Information eXchange system.

Collection Data Type: Student/Child; Course or Classroom; Facility/Building/School/Program; School District or ESD

Collection Elements:

- | | |
|-----------------------------|---|
| • Demographics | • Performance or Achievement |
| • Special Services | • Outcomes or Credentials |
| • School/Program Enrollment | • Courses or Classes |
| • Attendance | • Institution Types and Characteristics |
-

Collection Purpose: Collect data on migrant students in order to facilitate records transfers between schools and districts and to facilitate the production of accountability reports.

- | | |
|---|-------------------------------------|
| • Allocation of State School Funding | • Other Required Reports |
| • Allocation of Federal Funding | • Monitoring and Oversight |
| • Grant Management/Allocation | • Student Health and Safety |
| • Other Funding | • Services to Schools and Districts |
| • Required State Reporting/Accountability | • ODE Operations |
| • Required Federal Reporting/Accountability | |
-

Collection Audience: *Types of institutions included in this data collection*
public schools, private schools, districts that receive Title IC funding.

Collection: Operational Unit Survey

Annual Collection, 2005-06 to present (ongoing)

ODE Application

Collection Description: The Operational Unit Survey identifies expenditures at a building level or at a central cost center (CCC). This collection is included in the Actuals Expenditure collection.

Collection Data Type: School District or ESD

Collection Elements:

- Financial and Budget
-

Collection Purpose: Required by ORS 327.137.

- | | |
|--------------------------------------|---|
| • Allocation of State School Funding | • Required State Reporting/Accountability |
| • Allocation of Federal Funding | • Required Federal Reporting/Accountability |
| • Grant Management/Allocation | • Other Required Reports |
| • Other Funding | • Monitoring and Oversight |
-

Collection Publications:

DBI reports and all financial reporting.

Collection Audience: *Types of institutions included in this data collection*

K-12 Public Schools and ESDs

- | | |
|---------------|-------------------|
| • Data Center | • School |
| • ESD | • School District |

Collection: Oregon Pre-Kindergarten Models

Annual Collection, 2005-06 to present (ongoing)

ODE Application

Collection Description: Includes data on type of program, learning setting, session hours/days/weeks, planned home visit data.

Collection Data Type: Facility/Building/School/Program

Collection Elements:

- Institution Types and Characteristics
-

Collection Purpose: The purpose of the OPK/Head Start Model Collection is to provide grantee agencies the mechanism to submit information about their programs to support the Oregon Department of Education (ODE) Pre-Kindergarten Reporting Database; this model information is later referenced by grantees when student-level data is submitted. The Pre-Kindergarten database was built by ODE during the biennium ending June 30, 2005 in order to respond to questions posed by the Legislature and others about the extent and impact of state-funded early childhood services.

- Required State Reporting/Accountability
 - Monitoring and Oversight
-

Collection Publications:

Legislative Report on Preschools

Collection Audience: *Types of institutions included in this data collection*

Head Start Programs, State Funded Oregon PreK Programs

- Head Start

Collection: Oregon Pre-Kindergarten Student

Annual Collection, 2005-06 to present (ongoing)

ODE Application

Collection Description: Includes demographic data, start and end dates for enrollment, attendance data and home visit information.

Collection Data Type: Student/Child

Collection Elements:

- Demographics
 - Attendance
 - School/Program Enrollment
-

Collection Purpose: The purpose of the OPK/Head Start Student Collection is to provide grantee agencies the mechanism to submit student-based demographic, enrollment and attendance data to support the Oregon Department of Education (ODE) Pre-Kindergarten Reporting Database. This database was built by ODE during the biennium ending June 30, 2005 in order to respond to questions posed by the Legislature and others about the extent and impact of state-funded early childhood services.

- Required State Reporting/Accountability
 - Other Required Reports
-

Collection Publications:

Legislative Report on Preschools (Non Public School)

Collection Audience: *Types of institutions included in this data collection*

Dual Funded Head Start Programs, Oregon PreK Programs

- Head Start

Collection: ORIS Needs Assessment Tool

Annual Collection, 2018-19 to present (ongoing)

Other Data Collection Application

Collection Description: Collects information regarding school and district health for implementing MTSS.

Collection Data Type: Facility/Building/School/Program; School District or ESD

Collection Elements:

- Level of Implementation

Collection Purpose: Used for school and district planning and federal grant reporting.

- Grant Management/Allocation

Collection Publications:

Data will be reported in SPDG APR submitted to feds.

Collection Audience: *Types of institutions included in this data collection*

Districts and schools participating in SPDG.

Collection: Physical Education Facilities (HB3141)

Annual Collection, 2010-11 to present (ongoing)

ODE Application

Collection Description: This collection gathers the actual physical capacity of schools to provide Physical Education to all K - 8 students for 150 minutes/week and grades 6 - 8 students with 225 minutes/week for the entire school year. It also collects information on what additional facilities would be needed in order to provide those students with the required minutes.

Collection Data Type: Student/Child; Course or Classroom; Staff Member; Facility/Building/School/Program; School District or ESD

Collection Elements:

- School/Program Enrollment
- Health, Safety, Security
- Courses or Classes
- Institution Types and Characteristics
- Buildings or Facilities

Collection Purpose: The purpose of the Physical Education Facilities collection is to gather information from districts on their current, and additionally needed facilities to provide the required number of physical education for K-8 students under ORS 329.498.

- Required State Reporting/Accountability
- Other Required Reports

Collection Publications:

[Physical Education Legislative Reports](#)

Collection Audience: *Types of institutions included in this data collection*

Public schools; Districts

- School
- School District

Collection: Physical Education Instructional Minutes (HB3141)

Annual Collection, 2010-11 to present (ongoing)

ODE Application

Collection Description: This collection gathers minutes of Physical Education that all students in grades K - 8 receive in public schools each week for the entire school year.

Collection Data Type: Student/Child; Course or Classroom; Staff Member; Facility/Building/School/Program; School District or ESD

Collection Elements:

- School/Program Enrollment
- Health, Safety, Security
- Courses or Classes
- Institution Types and Characteristics
- Buildings or Facilities

Collection Purpose: The purpose of the Physical Education Minutes collection is to gather information from districts on current number of physical education instructional minutes provided to K-8 students by grade level at each school under HB3141.

- Required State Reporting/Accountability
- Other Required Reports

Collection Publications:

[Physical Education Legislative Reports](#)

Collection Audience: *Types of institutions included in this data collection*

Public and charter schools K - 8; Districts

- School
- School District

Collection: Post School Outcomes: Exit Interviews

Annual Collection, 2008-09 to present (ongoing)

ODE Application

Collection Description: Exit Interview (prep for one year follow up calls) includes all students ages 14-21 who leave school on an IEP (Individual Education Plan) to collect contact data

Collection Data Type: Student/Child

Collection Elements:

- Demographics
 - Special Services
 - contact information so that a school district can reach a student that was on an IEP one year after they leave the school system
-

Collection Purpose: Districts are strongly encouraged to use the Exit interview with the student the year they leave the current school year to let students and families know that their information matters to the district. The Exit collects a variety of information and contact information to make a phone call for the Post School Outcome interview one year after the student leaves the school system.

- Informs students and families the school district will make a phone call
-

Collection Audience: *Types of institutions included in this data collection*

School District and ESD

Collection: Post School Outcomes: Follow-Up Interviews

Annual Collection, 2011-12 to present (ongoing)

ODE Application

Collection Description: Education and employment outcomes are collected during the first year one year after a student leaves the school system.

Collection Data Type: Student/Child

Collection Elements:

- | | |
|--------------------|---|
| • Demographics | • Outcomes or Credentials |
| • Special Services | • Institution Types and Characteristics |
-

Collection Purpose: For state and districts to use the data to make changes to their programs or systems to create success for post school outcomes for students with disabilities.

- Required Federal Reporting/Accountability
-

Collection Publications:

SPP-APR and special education report card

Collection Audience: *Types of institutions included in this data collection*

School District and ESD

- | | |
|--------|-------------------|
| • ACEP | • School District |
| • ESD | • YCEP |
| • JDEP | |

Collection: Principal and Teacher Evaluations

Annual Collection, 2011-12 to present (ongoing)

ODE Application

Collection Description: This collections gathers summative ratings of principals and teachers from every Oregon school district.

Collection Data Type: Staff Member

Collection Elements:

- Evaluation data
-

Collection Purpose: The purpose of the Principal and Teacher Evaluation Data Collection is to collect summative ratings of principals and teachers from every Oregon school district. It is also to ensure that all districts have four levels to their evaluation systems as they report the ratings in one of four levels. Required by ORS 342.805 - 342.937.

- Required by ORS
-

Collection Audience: *Types of institutions included in this data collection*

- | | |
|------------------|-------------------|
| • Charter School | • School District |
| • ESD | • YCEP |
| • School | |

Collection: Private School Count

Annual Collection, 2019-20 to present (ongoing)

ODE Application

Collection Description: This collection gathers private school enrollment data from school districts, which allows calculation of the IDEA Flow Through Funds. This collection is used by districts to calculate the allocation of funds to be spent per private school special education student, as well as the total proportionate share of funds.

Collection Data Type: School District or ESD

Collection Elements:

- School/Program Enrollment
 - Financial and Budget
-

Collection Purpose: The Private School Data collection is used for collecting private school enrollment, which is used in the distribution of IDEA flow-through funds. This collection also fields an IDEA requirement of tracking district's proportionate share amount.

- Allocation of Federal Funding
 - Expenditure - calculation of proportionate share
-

Collection Audience: *Types of institutions included in this data collection*

Public School Districts

Collection: Restraint & Seclusion Incidents Collection

Annual Collection, 2019-20 to present (ongoing)

ODE Application

Collection Description: All events resulting in instances of restraint and/or seclusion are reported in this collection.

Collection Data Type: Student/Child

Collection Elements:

- | | |
|--------------------|-----------------------------|
| • Demographics | • School/Program Enrollment |
| • Special Services | • Health, Safety, Security |

Collection Purpose: Required as per OAR 581-022-2267: Annual Report on use of Restraint and Seclusion.

- | | |
|---|-----------------------------|
| • Required State Reporting/Accountability | • Student Health and Safety |
|---|-----------------------------|

Collection Audience: *Types of institutions included in this data collection*

"Each entity that has jurisdiction over a public education program must prepare and submit an annual report detailing the use of restraint and seclusion for the preceding school year to the Oregon Department of Education. (581-022-2267 Annual Report on use of Restraint and Seclusion)"

- | | |
|--------------------------|-------------------|
| • Alternative School | • Program |
| • Charter School | • School |
| • EI/ECSE | • School District |
| • EI/ECSE Service Center | • State Operated |
| • ESD | |

Collection: School Implementation Scale

Annual Collection, 2016-17 to present (ongoing)

Other Data Collection Application

Collection Description: Individual measure of MTSS implementation.

Collection Data Type: Staff Member; Facility/Building/School/Program; School District or ESD

Collection Elements:

- self report measure of implementation
-

Collection Purpose: Evaluation for SPDG - (federal grant) and to guide school improvement.

- Grant Management/Allocation
 - District and School Planning for Improvement
-

Collection Publications:

[SPDG APR](#) annually. Individual school and district reports available in data system .

Collection Audience: *Types of institutions included in this data collection*

public schools participating in SPDG grant - open to any school/district

Collection: Seclusion Rooms Collection

Annual Collection, 2019-20 to present (ongoing)

ODE Application

Collection Description: Specifics regarding all existing seclusion rooms, as required by OAR 581-021-0568: Standards for Seclusion Rooms.

Collection Data Type: Staff Member; School District or ESD

Collection Elements:

- Buildings or Facilities
-

Collection Purpose: This collection collects attributes of seclusion rooms, as is required by OAR 581-021-0568: Standards for Seclusion Rooms.

- Required State Reporting/Accountability
 - Student Health and Safety
-

Collection Audience: *Types of institutions included in this data collection*

All public education programs. OAR 581-021-0550 defines “public education programs” as:

- a. Are for students in early childhood education, elementary school or secondary school,
- b. Are under the jurisdiction of a school district, an ESD or another educational institution or program; and,
- c. Receive, or serve students who receive, support in any form from any program supported, directly or indirectly, with funds appropriated to the Oregon Department of Education.

- Alternative School
- Charter School
- ESD
- School
- School District
- State Operated

Collection: Special Ed Performance Review & Improvement

Continuous Collection, 2003-04 to present (ongoing)

ODE Application

Collection Description: This system focuses on procedural compliance and performance indicators identified through federal and state regulation and previous state monitoring findings. Both districts and EI/ECSE programs conduct individual child file reviews annually to collect procedural compliance data. These data are collected on a specified number of student files determined by ODE school age and EI/ECSE programs. Individual student procedural compliance data is collected by programs and submitted to ODE electronically through the SPR

Collection Data Type: School District or ESD

Collection Elements:

- Data analysis of school districts on the 17 indicators for SPP- APR
-

Collection Purpose: SPR

- Required Federal Reporting/Accountability
 - Monitoring and Oversight
-

Collection Publications:

there are no public reporting this handled by the special education report cards

Collection Audience: *Types of institutions included in this data collection*

School districts and ESDs

Collection: SSID (Secure Student ID) System

Continuous Collection, 2004-05 to present (ongoing)

ODE Application

Collection Description: This data set collects demographics, address, gender, attending and resident school information about the student.

Collection Data Type: Student/Child

Collection Elements:

- Demographics
 - School/Program Enrollment
 - Special Services
-

Collection Purpose: The purpose of the Student collection is to issue and maintain a secure unique identifier to all of the students who are attending public schools throughout the State of Oregon. The student data from this collection is used in all other student data collections.

- Required State Reporting/Accountability
 - Services to Schools and Districts
 - Required Federal Reporting/Accountability
 - ODE Operations
-

Collection Audience: *Types of institutions included in this data collection*

- ACEP
- LTCT
- County Correctional Facility
- Pediatric Nursing Facility
- EI/ECSE
- School
- ESD
- School District
- Head Start
- Skill Center
- Hospital
- State Operated
- Implicitly Administered
- YCEP
- JDEP

Collection: Staff Assignment

Annual Collection, 2006-07 to present (ongoing)

ODE Application

Collection Description: The Staff Assignment Collection gathers information on all teachers who are providing instruction to students. This information is collected in order to determine if the teachers are Out-of-Field, Inexperienced, or teaching with an Emergency/Provisional license.

Collection Data Type: Course or Classroom; Staff Member

Collection Elements:

- Demographics
 - Staff Qualifications
 - Courses or Classes
-

Collection Purpose: The purpose of the Staff Assignment collection is to ascertain if schools with high percentages of students of color and students experiencing poverty have disproportionate percentages of teachers that are Out-of-Field, Inexperienced, or teaching with an Emergency/Provisional license. Data collected in the Staff Assignment collection are for federal reporting as required by the Elementary and Secondary Education Act (Revised 2015 as the Every Student Succeeds Act).

- Required Federal Reporting/Accountability
-

Collection Audience: *Types of institutions included in this data collection*

- Data Center
- School
- EI/ECSE
- School District
- ESD
- Skill Center
- LTCT
- State Operated
- Pediatric Nursing Facility

Collection: Staff Position

Annual Collection, 2006-07 to present (ongoing)

ODE Application

Collection Description: The Staff Position collection gathers staff-related data (including Full Time Equivalency (FTE), contract length, position type, race/ethnicity, salary, etc.) based on a December 1 snapshot date for all public school and school district staff.

Collection Data Type: Staff Member

Collection Elements:

- Demographics
 - Staff Employment or Compensation
 - Staff Qualifications
-

Collection Purpose: The primary purpose is to populate staff experience information in the State School Fund. Data are also used for state reporting including School and District At-a-Glance Profiles, the Statewide Report Card, and the Oregon Educator Equity Report; for Federal EdFacts reporting including Staff FTE, Special Education Staff, and Highly Qualified Paraprofessional FTE; and for other reports including the Teacher Standards and Practices Commission (TSPC) Educator Lookup and media/other public records requests.

- Allocation of State School Funding
 - Required Federal Reporting/Accountability
 - Required State Reporting/Accountability
-

Collection Publications:

[School and District At-a-Glance Profiles](#), [Statewide Report Card](#), [Staff FTE Report](#), [Oregon Educator Equity Report](#)

Collection Audience: *Types of institutions included in this data collection*

- ACEP
- County Correctional Facility
- Data Center
- EI/ECSE
- EI/ECSE Service Center
- ESD
- Head Start
- Hospital
- JDEP
- LTCT
- School
- School District
- State Operated
- YCEP

Collection: State Personnel Development Grant Coaching Log

Continuous Collection, 2016-17 to present (ongoing)

Other Data Collection Application

Collection Description: State Personnel Development Grant coaches fill out a log that supports high quality coaching following every coaching visit with a district or school.

Collection Data Type: Staff Member; Staff Member Communication

Collection Elements:

- Narrative Descriptions
-

Collection Purpose: Used for ongoing coach collaboration and reporting to feds on State Personnel Development Grant

- Grant Management/Allocation
-

Collection Publications:

State Personnel Development Grant APR

Collection Audience: *Types of institutions included in this data collection*

Coaches interacting with SPDG districts and schools

Collection: Student Centered Staging

Collection Timeline: During and shortly after the end of the testing windows, 2003-04 to present (ongoing)
Paper/Secure File Transfer; Secure FTP files from external vendor

Collection Description: The Student Centered Staging application contains test event records that have been received by ODE from an external vendor, which include student demographics and other attributes, institution identifiers, test attributes, and record resolution attributes calculated by ODE.

Collection Data Type: Test events

Collection Elements:

- Demographics
 - Special Services
 - School/Program Enrollment
 - Performance or Achievement
 - Attributes of test events
-

Collection Purpose: The Student Centered Staging application allows a user in a district who has been granted access to view, edit, fix errors, download errors, upload fixes, and download student test records that have been received by ODE.

- Required State Reporting/Accountability
 - Required Federal Reporting/Accountability
 - Other Required Reports
-

Collection Publications:

School and District Report Cards, Statewide Report Card, Assessment Group Reports

Collection Audience: *Types of institutions included in this data collection*

ESD, Program, School, School District, State Operated

- ESD
- Program
- School
- School District
- State Operated

Collection: Title ID Subpart 1 LTCT Enrollment on Six selected dates

Annual Collection, 2014-15 to present (ongoing)

Other Data Collection Application

Collection Description: The enrollment of LTCT sites on six dates selected by ODE.

Collection Data Type: Facility/Building/School/Program

Collection Elements:

- School/Program Enrollment
-

Collection Purpose: To determine the date with the highest enrollment for a calendar year (Jan. 1 - Dec. 31) for the Title 1D Subpart 1 LTCT Child Count

- Allocation of Federal Funding
-

Collection Publications:

Spreadsheet

Collection Audience: *Types of institutions included in this data collection*

LTCT sites

Collection: Title ID Subpart 1 LTCT Student roster on selected date with highest enrollment

Annual Collection, 2017-18 to present (ongoing)

Other Data Collection Application

Collection Description: The roster of enrolled LTCT students on the selected date for the Title ID Subpart 1 Child Count

Collection Data Type: Student/Child; Facility/Building/School/Program

Collection Elements:

- Demographics
 - School/Program Enrollment
-

Collection Purpose: The collection solicits the names and SSID of the students enrolled in LTCT sites for Title 1D Subpart 1, so that the students will be cross checked with names and SSIDs on the Subpart 2 roster. A student cannot be double counted on both Subpart 1 and 2, which will provide double funding for the same student, which is not allowed.

- Allocation of Federal Funding
-

Collection Publications:

Spreadsheet

Collection Audience: *Types of institutions included in this data collection*
LTCT sites

Collection: Title ID Subpart 1 Neglected and Delinquent Consolidated State Performance Report (CSPR)

Annual Collection, 2007-08 to present (ongoing)

Other Data Collection Application

Collection Description: For LTCT and YCEP sites to submit the Title ID Subpart 1 Neglected and Delinquent Consolidated State Performance Report (CSPR) data for the USDOE data collection

Collection Data Type: Student/Child; Facility/Building/School/Program

Collection Elements:

- | | |
|-----------------------------|---|
| • Demographics | • Performance or Achievement |
| • Special Services | • Outcomes or Credentials |
| • School/Program Enrollment | • Institution Types and Characteristics |
-

Collection Purpose: To satisfy the USDOE mandated data collection for Title 1D Subpart 1 facilities.

- | | |
|---|----------------------------|
| • Required Federal Reporting/Accountability | • Monitoring and Oversight |
|---|----------------------------|
-

Collection Publications:

Spreadsheet and [USDOE website](#)

Collection Audience: *Types of institutions included in this data collection*

LTCT (Neglected) and YCEP (Delinquent)

Collection: Transportation Information

Annual Collection, 2018-19 to present (ongoing)

ODE Application

Collection Description: Data tracks students transported and mileage to accomplish home to school services

Collection Data Type: Facility/Building/School/Program; School District or ESD

Collection Elements:

- Attendance
- Financial and Budget
- Vehicle/Transportation Information

Collection Purpose: Data are used in the calculations of the annual \$200 million Transportation Grant in the State School Fund.

- Allocation of State School Funding
- Other Funding
- Required State Reporting/Accountability
- Other Required Reports
- Services to Schools and Districts
- ODE Operations

Collection Audience: *Types of institutions included in this data collection*

All transportation entities that own and use School buses in the State of Oregon.

- Charter School
- ESD
- Program
- School District

Collection: USDA Foods Value of Commodities Received Report

Annual Collection, 2017-18 to present (ongoing)

Other Data Collection Application; Federal systems that record USDA Foods activity: Web-Based-Supply-Chain-Management-System (WBSCM); Fresh Fruit and Vegetable Ordering System (FFAVORS)

Collection Description: This report lists the total value of USDA Foods/commodities received by recipient agencies within the State of Oregon. This is part of the Federal funding they receive through Child Nutrition Programs.

Collection Data Type: School District or ESD

Collection Elements:

- Financial and Budget
-

Collection Purpose: This report satisfies State and Federal funds reporting required for USDA Foods recipients.

- Required State Reporting/Accountability
 - Monitoring and Oversight
 - Required Federal Reporting/Accountability
-

Collection Publications:

[Value of USDA Foods received by sponsor and program](#)

Collection Audience: *Types of institutions included in this data collection*

Public schools, private schools, Residential Child Care Institutions

Collection: USID (Unique Staff ID) System

Continuous Collection, 2006-07 to present (ongoing)

ODE Application

Collection Description: This data set collects demographics, gender, school for which they are employed at and their teacher license (if applicable).

Collection Data Type: Staff Member

Collection Elements:

- Demographics
-

Collection Purpose: This collection maintains a central staff identifier for use in all other staff collections.

- Required State Reporting/Accountability
 - ODE Operations
 - Required Federal Reporting/Accountability
-

Collection Audience: *Types of institutions included in this data collection*

- ACEP
- County Correctional Facility
- Data Center
- EI/ECSE
- ESD
- Head Start
- Hospital
- JDEP
- LTCT
- School
- School District
- State Operated
- YCEP