THE OREGON STATE BOARD OF EDUCATION

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

Meeting Minutes

A Regular Meeting was held Thursday, October 15, 2020, beginning at 9:00 AM in the Live Stream Only -- See connection info below
Live Stream Only -- See connection info below
Salem, OR 97305.

Present:
Excused:
Absent:
Staff:

1. **Call to Order**

A. **Roll Call**
Time: 9:05 AM

B. **Board Member Reports**
Time: 9:10 AM

C. **Director's Report** **3**
Time: 10:00 AM

2. **Public Comment - Written Comments** **43**
(see BoardBook for written comments received)

3. **Consent Agenda**
Time: 11:00 AM

A. Pupil Transportation Driving Credentials Administrative Rules. OAR 581-053-0009 626

B. Office of School Facilities Administrative Rules. OAR 581-027-0005 et. seq. 631

4. **Adoptions**
Time: 11:05 AM

A. School Facilities Hardship Grant Program Temporary Administrative Rules. OAR 581-027-0055 650
Time: 11:05 AM

B. Competitive Farm to School Program Procurement Grant Administrative Rules. OAR 581-017-0711. 656
Time: 11:20 AM

C. Board Resolution 665
Time: 11:30 AM

5. **Break for Lunch**
Time: 12:00 Noon

6. **First Readings**
Time: 1:00 PM

A. Permanent Administrative Rules to implement Ready Schools, Safe Learners Guidance and Executive Order 20-29. OAR 581-022-0104; 581-023-0006; and 581-023-0040. 670
Time: 1:00 PM

B. Latino/a/x and Indigenous Student Success Plan Permanent Administrative Rules. OAR 581-017-0693, 581-017-0696, 581-017-0699, 581-017-0702, 581-017-0705, 581-017-0708. 704
Time: 1:15 PM

C. American Indian/Alaska Native Student Success Plan Permanent Administrative Rules. OAR 581-017-0681. 718
Time: 1:30 PM

D. Accelerated College Credit Instructor Grant Program Administrative Rules. OAR 581-017-0640 and 581-017-0644. 735
Written Report

E. Behind The Wheel Instructors of School Bus Driver Candidates Administrative Rules. OAR 581-053-0140 741
Written Report

7. **Work Session**
Time: 1:50 PM

A. 2020-2021 Priorities & Strategic Initiatives Development 745

8. **Adjourn**
Time: 3:15 PM

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Indigenous Peoples' Day

Resources to Honor and Recognize the Day

10/12/2020

Overview

1. What is Indigenous Peoples' Day?
2. Why celebrate IDP rather than Columbus Day?
3. What's happening around Oregon?
4. American Indian / Alaska Native Student Success Plan
5. Tribal History/Shared History and the Essential Understandings of Native Americans in Oregon
6. Social Media & Film Resources

What is Indigenous Peoples' Day?

Indigenous Peoples' Day recognizes Native people are the first inhabitants of the Americas, including the lands that later became the United States of America. And it urges Americans to rethink history. Indigenous Peoples' Day moves past the narrative of oppression and honors the histories, cultures, and contributions of contemporary Native peoples.

OREGON DEPARTMENT OF EDUCATION

Why Indigenous Peoples' Day?

Initially focused on alternative to Columbus Day

Columbus mythology is still taught in schools and marginalizes Indigenous cultures & knowledge

Generations of Native people & supporters have protested Columbus Day.

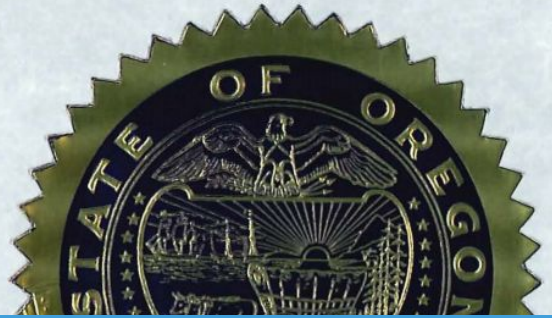
Now it's more focused on highlighting historical and contemporary contributions

Oregon Indigenous Peoples' Day: 10/9/2017

INDIGENOUS PEOPLE'S DAY

in Oregon and encourage all Oregonians to join in this observance.

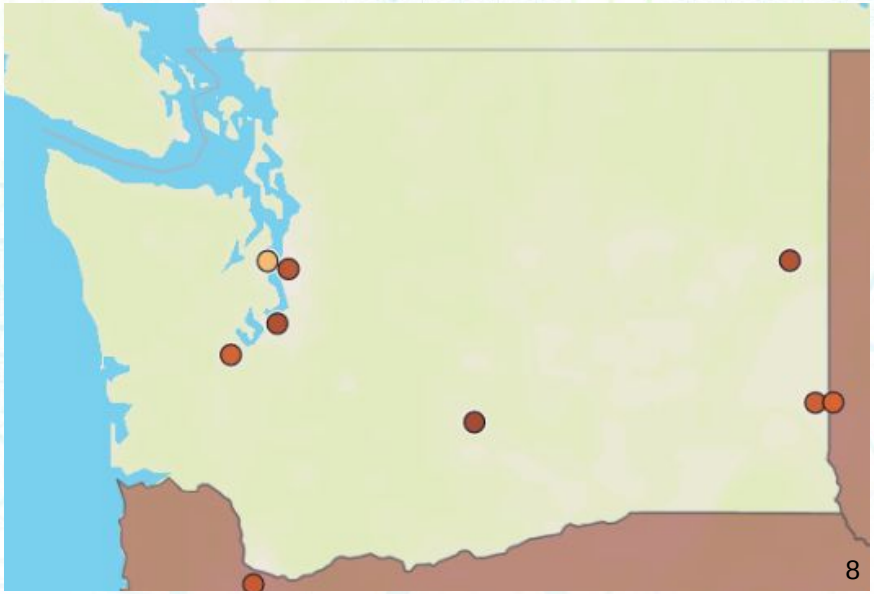
IN WITNESS WHEREOF, I hereunto set my hand and cause the Great Seal of the State of Oregon to be affixed. Done at the Capitol in the City of Salem in the State of Oregon on this day, September 21, 2017.



Kate Brown

Kate Brown, Governor

Where was IPD celebrated in Oregon in 2019?



- Ashland
- Beaverton
- Bend
- Corvallis
- Klamath Tribes Youth Council
- Portland
- Springfield and others
- Will yours be next?

Map courtesy: https://indiancountrytoday.com/news/map-making-indigenous-peoples-day-official-across-the-country-NRjFLa8jfESLKAl831N8aA

How to write a proclamation

Proclamations are generally one page in length. Your proposal should make your case using "Whereas" statements supporting the case for your proclamation, each with a paragraph break following it. For example, if you are suggesting a proclamation in support of a cause, you should list facts and statistics that support the urgency of publicizing that cause. After several "Whereas" statements, comes a "Therefore" statement; this is where you suggest the hoped-for result of your proposal, for example, "Therefore, May 13th should be heart health day in Metropolis."

Learn more

Senate Bill 13: Tribal History/Shared History



In 2017, the Oregon Legislature enacted Senate Bill (SB) 13, now known as Tribal History/Shared History. This law directs the Oregon Department of Education (ODE) to create K-12 Native American Curriculum for inclusion in Oregon public schools and provide professional development to educators. The law also directs the ODE to provide funds to each of the nine federally recognized tribes in Oregon to create individual place-based curriculum.

New SB 13 Tribal History/Shared History Online PD

1. **SB 13 Tribal History/Shared History Inservice Course** on the background of Senate Bill (SB) 13 Tribal History / Shared History, The *Essential Understandings of Native Americans in Oregon* process, The 6 P's (*Critical Orientations for Indigenous Studies Curriculum*), Tribal place-based curricula as well as lesson modeling demonstrations.

2. **Module 1 – SB13 Tribal History/Shared History Online Professional Development Course** on the *Essential Understandings of Native Americans in Oregon* as well as the *Critical Orientations for Indigenous Studies Curriculum*. This first series release on October 9th will be Essential Understandings (EU's) 1 and 2 (of 9). The remaining EU's (3-9) will be released in weeks following October 9th.

American Indian / Alaska Native Student Success Plan

This five-year state plan will guide agency decision-making through 2020-2025. This plan provides our communities with a refreshed mission that centers shared goals and sets specific data-driven priorities designed to meet the needs of AI/ AN students in the state of Oregon.

The purpose of the American Indian/ Alaska Native Student Success Plan is to share a vision and identify actionable strategies for working together to achieve that vision. The AI/ AN Student Success Plan is a proven strategy that will increase attendance rates, high school graduation rates and create a pathway for equity and excellence for all AI/AN students.

Film Screenings and Streamings



Here are two excellent movies you might want to watch shared by Willamette University Native & Indigenous Student Union (NISU).

Dawnland and *Dear Georgina* are streaming free in a **live screening** + Q & A to celebrate Indigenous Peoples' Day today 10/12/20!

Dear Georgina is **free to stream** right now and through the rest of October (and actually until November 7th) via our friends at Vermont PBS.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Social Media Resources

Because of media saturation, it's recommended to share all week.

1. Indigenous Peoples' Day is here! Let's inspire the next generation of youth to honor and celebrate Native Americans in Oregon in our lesson plans. Find inspiration here: https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Senate-Bill-13-Tribal-HistoryShared-History.aspx #IDP2020

2. Educators now have access to new professional development courses to learn about SB 13 Tribal History/Shared History. Take advantage for #IDP2020! https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Senate-Bill-13-Tribal-HistoryShared-History.aspx

Use: #IndigenousPeoplesDay #IPD2020 #NativesVote

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Oregon Department of Education

Office of Indian Education

April Campbell, Indian Education Advisor

april.campbell@ode.state.or.us

Ramona Halcomb, Indian Education Specialist

ramona.halcomb@ode.state.or.us

Deleana Otherbull, Native American Student Success Coordinator

deleana.otherbull@ode.state.or.us

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

State Board of Education

Director's Report

10-15-20

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Indigenous Peoples' Day

Resources to Honor and Recognize the Day

10/12/2020

Overview

1. What is Indigenous Peoples' Day?
2. Why celebrate IDP rather than Columbus Day?
3. What's happening around Oregon?
4. American Indian / Alaska Native Student Success Plan
5. Tribal History/Shared History and the Essential Understandings of Native Americans in Oregon
6. Social Media & Film Resources

What is Indigenous Peoples' Day?

Indigenous Peoples' Day recognizes Native people are the first inhabitants of the Americas, including the lands that later became the United States of America. And it urges Americans to rethink history. Indigenous Peoples' Day moves past the narrative of oppression and honors the histories, cultures, and contributions of contemporary Native peoples.

OREGON DEPARTMENT OF EDUCATION

Why Indigenous Peoples' Day?

Initially focused on alternative to Columbus Day

Columbus mythology is still taught in schools and marginalizes Indigenous cultures & knowledge

Generations of Native people & supporters have protested Columbus Day.

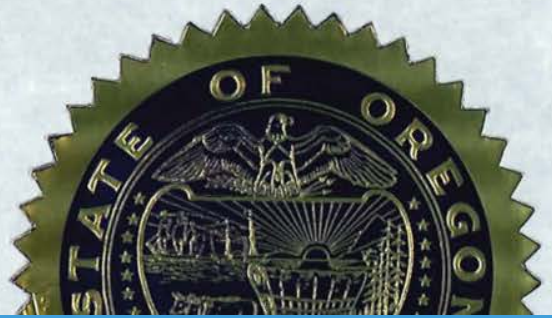
Now it's more focused on highlighting historical and contemporary contributions

Oregon Indigenous Peoples' Day: 10/9/2017

INDIGENOUS PEOPLE'S DAY

in Oregon and encourage all Oregonians to join in this observance.

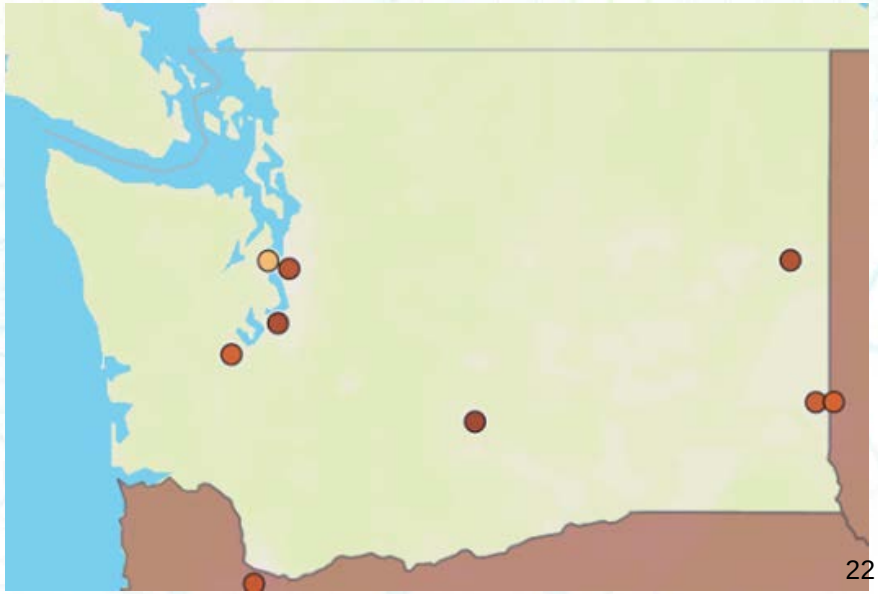
IN WITNESS WHEREOF, I hereunto set my hand and cause the Great Seal of the State of Oregon to be affixed. Done at the Capitol in the City of Salem in the State of Oregon on this day, September 21, 2017.



Kate Brown

Kate Brown, Governor

Where was IPD celebrated in Oregon in 2019?



- Ashland
- Beaverton
- Bend
- Corvallis
- Klamath Tribes Youth Council
- Portland
- Springfield and others
- Will yours be next?

Map courtesy: https://indiancountrytoday.com/news/map-making-indigenous-peoples-day-official-across-the-country-NRjFLa8jfESLKAl831N8aA

How to write a proclamation

Proclamations are generally one page in length. Your proposal should make your case using "Whereas" statements supporting the case for your proclamation, each with a paragraph break following it. For example, if you are suggesting a proclamation in support of a cause, you should list facts and statistics that support the urgency of publicizing that cause. After several "Whereas" statements, comes a "Therefore" statement; this is where you suggest the hoped-for result of your proposal, for example, "Therefore, May 13th should be heart health day in Metropolis."

Learn more

Senate Bill 13: Tribal History/Shared History



In 2017, the Oregon Legislature enacted Senate Bill (SB) 13, now known as Tribal History/Shared History. This law directs the Oregon Department of Education (ODE) to create K-12 Native American Curriculum for inclusion in Oregon public schools and provide professional development to educators. The law also directs the ODE to provide funds to each of the nine federally recognized tribes in Oregon to create individual place-based curriculum.

New SB 13 Tribal History/Shared History Online PD

1. **SB 13 Tribal History/Shared History Inservice Course** on the background of Senate Bill (SB) 13 Tribal History / Shared History, The *Essential Understandings of Native Americans in Oregon* process, The 6 P's (*Critical Orientations for Indigenous Studies Curriculum*), Tribal place-based curricula as well as lesson modeling demonstrations.

2. **Module 1 – SB13 Tribal History/Shared History Online Professional Development Course** on the *Essential Understandings of Native Americans in Oregon* as well as the *Critical Orientations for Indigenous Studies Curriculum*. This first series release on October 9th will be Essential Understandings (EU's) 1 and 2 (of 9). The remaining EU's (3-9) will be released in weeks following October 9th.

American Indian / Alaska Native Student Success Plan

This five-year state plan will guide agency decision-making through 2020-2025. This plan provides our communities with a refreshed mission that centers shared goals and sets specific data-driven priorities designed to meet the needs of AI/ AN students in the state of Oregon.

The purpose of the American Indian/ Alaska Native Student Success Plan is to share a vision and identify actionable strategies for working together to achieve that vision. The AI/ AN Student Success Plan is a proven strategy that will increase attendance rates, high school graduation rates and create a pathway for equity and excellence for all AI/AN students.

Tribal Consultaiton Toolkit Released!

We are pleased to announce the completion of the Tribal Consultation Toolkit. It is posted on the Oregon Department of Education website.

Film Screenings and Streamings



Here are two excellent movies you might want to watch shared by Willamette University Native & Indigenous Student Union (NISU).

Dawnland and *Dear Georgina* are streaming free in a **live screening** + Q & A to celebrate Indigenous Peoples' Day today 10/12/20!

Dear Georgina is **free to stream** right now and through the rest of October (and actually until November 7th) via our friends at Vermont PBS.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Social Media Resources

Because of media saturation, it's recommended to share all week.

1. Indigenous Peoples' Day is here! Let's inspire the next generation of youth to honor and celebrate Native Americans in Oregon in our lesson plans. Find inspiration here: https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Senate-Bill-13-Tribal-HistoryShared-History.aspx #IDP2020

2. Educators now have access to new professional development courses to learn about SB 13 Tribal History/Shared History. Take advantage for #IDP2020! https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Senate-Bill-13-Tribal-HistoryShared-History.aspx

Use: #IndigenousPeoplesDay #IPD2020 #NativesVote

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Oregon Department of Education

Office of Indian Education

April Campbell, Indian Education Advisor

april.campbell@ode.state.or.us

Ramona Halcomb, Indian Education Specialist

ramona.halcomb@ode.state.or.us

Deleana Otherbull, Native American Student Success Coordinator

deleana.otherbull@ode.state.or.us

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Metrics for In-Person Instruction

Review & Update

Review and Update

Why:

- **Improve support systems for children**. Returning to in-person instruction is one of Oregon's highest priorities.
- **New data is available**. ODE & OHA initially created metrics for returning to in-person instruction in early August.
- **COVID-19 spread can be mitigated in schools**. Oregon's Ready Schools, Safe Learners guidance can help reduce, but not eliminate this risk.
- **We are experiencing COVID-19 cases in schools**. With about 6% of students attending in-person so far this fall, dozens of school cases have been reported.

Metrics for In-Person Instruction

Review and Update

Model		Number of Schools or Districts	Number of Students On Site
Comprehensive Distance Learning		1203	25,285
	No Exceptions	795	NA
	Exception for K-3	35	4731
	Exception for Limited In Person Instruction (LIPI)	351	17,535
	Both exceptions	22	K3 Exception 2013 LIPI Exception 1006
Full On Site		114	7,805
Hybrid		109	12,691
No Model Selected (Pending Updates)		2	0
Classes Not Started At This Time		33 5	NA
Total Statewide		**1433**	**45,781**

Review and Update

Process:

- **Review**. ODE and OHA are reviewing current data and studies to refine the metrics.
- **Engagement**. ODE, OHA, and the Governor's Office are engaging critical partners including families and communities of color, educators, superintendents, private school leaders, the Governor's Health Schools Reopening Council, and others.
- **Refinement**. After vetting and engagement, the metrics will be refined and published.
- **Implementation**. On a timeline informed through engagement, the metrics will be updated and implemented.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

All Students Belong

& Black Lives Matter

Update

- OSBA sample policy released
- ODE translated the ASB Communications Toolkit into six languages
- ODE released an ASB Bias Incident Response Guide and the initial ASB Guidance is also available
- ODE has developed online training modules to support ASB implementation
- ODE is completing a comprehensive review and alignment of ORSs and OARs for alignment with ASB.

Partner Alignment

"…we unequivocally affirm that Black Lives Matter and believe racial discrimination and injustice are intolerable in any form. This letter is a statement of our collective values and comes after reports of educators being harassed for displaying Black Lives Matter symbols."

"We fully support Black Lives Matter as a civil rights movement that aims to combat racism and support Black individuals. We stand beside Black Lives Matter, as a statement of social justice and an affirmation of the value and worth of Black people."



October 15, 2020

Dear education partners and community members,

The co-signers of this letter represent the leaders of the Oregon State Board of Education, the Oregon Department of Education (ODE), the Coalition of Oregon School Administrators (COSA), the Oregon Education Association (OEA), the Oregon School Boards Association (OSBA), the Oregon School Employees Association (OSEA), the Oregon School Activities Association (OSAA), the Oregon Association of Education Service Districts (OAESD), and the Oregon Association of Student Councils (OASC). Each of our organizations has been clear about our shared commitment to advancing a racially just future. We each have policies and procedures against discrimination, harassment, and bullying. We are committed to ensuring that all students in Oregon feel safe, welcome, and included in our schools and activities. As part of that commitment, we unequivocally affirm that Black Lives Matter and believe racial discrimination and injustice are intolerable in any form. This letter is a statement of our collective values and comes after reports of educators being harassed for displaying Black Lives Matter symbols.

We fully support Black Lives Matter as a civil rights movement that aims to combat racism and support Black individuals. We stand beside Black Lives Matter, as a statement of social justice and an affirmation of the value and worth of Black people. We can acknowledge that many people have misunderstood or been misinformed about the origin and expression that Black Lives Matter. The need to affirm the Black Lives Matter is rooted in the history and current experiences that have intentionally marginalized Black lives and bodies.

The Oregon State Board of Education recently adopted state rules that prohibit the display of hate symbols, including the noose, swastika, and confederate flag in school settings with the All Students Belong initiative. Black Lives Matter is the opposite of those prohibited symbols; it is a statement of love and acceptance, not a symbol of hate.

The display of the phrase "Black Lives Matter" or Black Lives Matter symbols in school settings does not violate any state policy or law. That being said, this letter does not constitute legal advice and we encourage school districts to consult with their legal counsel if questions around

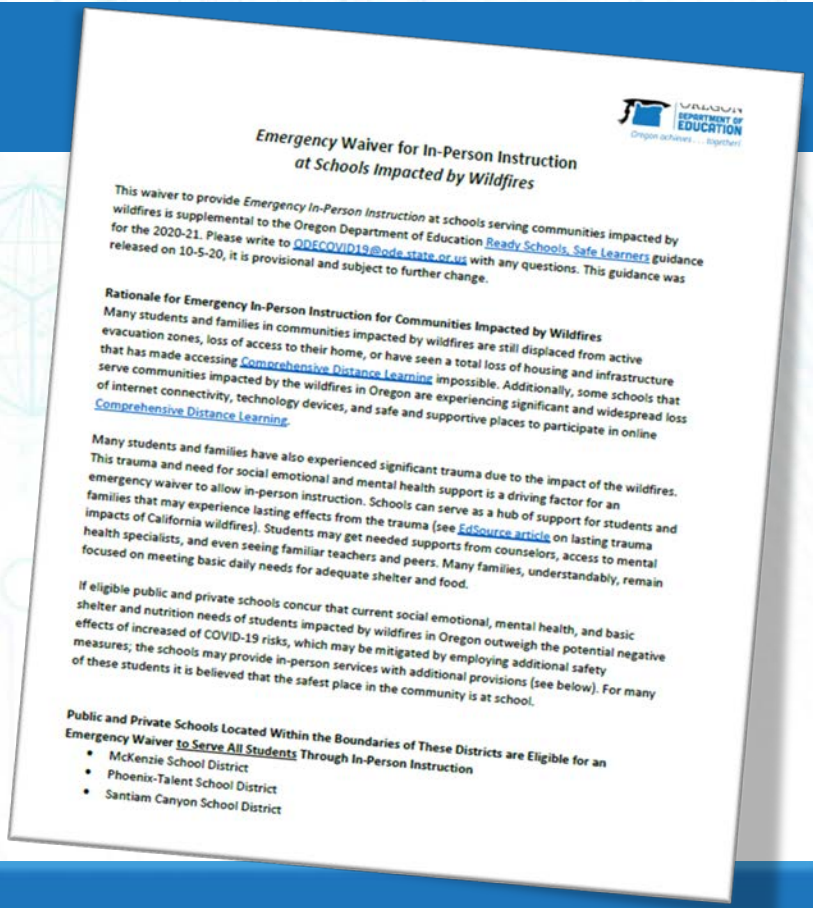
OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Wildfires

Support for Schools Impacted by Wildfires

School Supports

- Legislative support for $20 million reserved to assist school districts and education service districts with repairing the damage caused by the wildfires.
- In-Person instruction waivers.
- Extensions and waivers for grants, reports, etc.
- Technical assistance on payroll, personnel, and more.
- Working on ADM funding stability options.



Emergency Waiver for In-Person Instruction
at Schools Impacted by Wildfires

This waiver to provide *Emergency In-Person Instruction* at schools serving communities impacted by wildfires is supplemental to the Oregon Department of Education Ready Schools, Safe Learners guidance for the 2020-21. Please write to ODECOVID19@ode.state.or.us with any questions. This guidance was released on 10-5-20, it is provisional and subject to further change.

Rationale for Emergency In-Person Instruction for Communities Impacted by Wildfires

Many students and families in communities impacted by wildfires are still displaced from active evacuation zones, loss of access to their home, or have seen a total loss of housing and infrastructure that has made accessing Comprehensive Distance Learning impossible. Additionally, some schools that serve communities impacted by the wildfires in Oregon are experiencing significant and widespread loss of internet connectivity, technology devices, and safe and supportive places to participate in online Comprehensive Distance Learning.

Many students and families have also experienced significant trauma due to the impact of the wildfires. This trauma and need for social emotional and mental health support is a driving factor for an emergency waiver to allow in-person instruction. Schools can serve as a hub of support for students and families that may experience lasting effects from the trauma (see EdSource article on lasting trauma impacts of California wildfires). Students may get needed supports from counselors, access to mental health specialists, and even seeing familiar teachers and peers. Many families, understandably, remain focused on meeting basic daily needs for adequate shelter and food.

If eligible public and private schools concur that current social emotional, mental health, and basic shelter and nutrition needs of students impacted by wildfires in Oregon outweigh the potential negative effects of increased of COVID-19 risks, which may be mitigated by employing additional safety measures; the schools may provide in-person services with additional provisions (see below). For many of these students it is believed that the safest place in the community is at school.

Public and Private Schools Located Within the Boundaries of These Districts are Eligible for an Emergency Waiver to Serve All Students Through In-Person Instruction

- McKenzie School District
- Phoenix-Talent School District
- Santiam Canyon School District

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Governor Brown's Racial Justice Council

& The Education Recovery Subcommittee

Budget and Policy Priorities

- Biennial budget process impact
- SBE represented by Guadalupe Martinez Zapata & Jennifer Scurlock
- ODE presents on Saturday
- Next steps

Questions...



From:	Akari Anderson
To:	StateBoard Public Email
Subject:	Teachers against Hybrid Learning
Date:	Sunday, October 11, 2020 7:03:15 PM

Good evening,

I am a teacher in the North Clackamas School District, writing on behalf of myself and many colleagues I have spoken to in my school and district. While CDL is not perfect, teachers are learning how to navigate it along with families. Personally I've had very positive feedback from families about how their child is excited to come to class meetings and learning valuable skills along the way - particularly skills in perseverance and independence.

I am very concerned that schools around the state will rush back into a hybrid model of learning without considering the true impacts of that decision. CDL is an enormous amount of work for teachers. The workload is more than ever before. Adding the responsibility of teaching in person on top of maintaining a virtual classroom for those not in the room that day is unthinkable. I also do not believe that students being required to wear masks, social distance all day, and remain in one spot without small group or individualized learning opportunities is not an improvement to the CDL system. Please, continue with CDL until it is possible to return to in-person learning full time. This will keep the workload the same for teachers while keeping us all safe. I, for one, am not in favor of any sort of "hybrid" learning model.

Thank you for your time and consideration,
Akari Anderson
4th Grade Educator in NCSD
MAT, University of Portland '16
andersonak@nclack.k12.or.us

From: Alisa Turcott
To: StateBoard Public Email
Subject: Children are suffering
Date: Wednesday, October 14, 2020 7:25:02 PM

Here is a link to consider! Do you realize how many less fortunate children there are? Do you know the percentage of teacher reporting throughout a school year? These are things you should be thinking about! Kids can not fight for themselves! Those less fortune are waiting for you to step up!

The biggest reason I fight daily! Mine are very fortunate to have a stable home! Many, many are not that fortunate. If they live with a monster and school was the safe place from that monster where can they go now!

https://www.nashvillescene.com/news/features/article/21143780/how-the-pandemic-has-affected-victims-of-child-sexual-assault?fbclid=IwAR3DiYTv_Mi6nuu3eXoHBvWWMWJBCaFlmKiKwI2PKnDWDDc8Kzoq5pw4PtE

Thank you,
Alisa Turcott
Wife, Mother, EFDA Dental Assistant

From: Alisa Turcott
To: StateBoard Public Email
Subject: In person learning
Date: Wednesday, October 14, 2020 1:23:19 PM

Good afternoon,
I have sent countless emails and to be honest it is getting exhausting not getting these kids back in school! There are only about 5 states that have not opened back but for youth, Oregon being one of them. You answer me this, adults return to work, restaurants, bars, grocery stores, etc. Our Oregon youth get what back? NOTHING! I can help you with that answer! They have not return to school, sports, any extracurricular activities. The children of Oregon have a literally been locked away, and confined away from everybody and anything they know since March! This is completely unacceptable! The pandemic we will see in the future for what has happened to these kids for this year is unacceptable! Just speaking of mine, I have a 17 and 15-year-old. Prior to March they were three sport athletes and 3.5 grade point average students. From last school year we still have two incompletes one from each boy. And this school year we are four weeks in and my students are failing every class! Teachers say " they are A+ students in the zoom meeting. And then students disappear once that meeting is over! Doing zero work" Is that what you want? Teachers, parents and student don't! There's constant tears and frustration from my boys. As a parent I am helpless! I can't open the schools. I can't give them their extracurricular activities. I can't give them their friends in the hallways! These are supposed to be the most influential years of their life! And they are sitting at home in front of video games!
So, whoever is reading this email. If you do not have children, reach out. I am not alone! You will get this response from most parents and students! The forums of parents on social media are beyond upsetting. The suicide rate among youth right now has doubled. Parents are trying everything they can to stay positive for their kids and keep it together. What's next, the parents can't handle it anymore and now those kids could lose a parents to suicide, drugs, or alcohol.
One more point! I have talked to many teachers. There are still students, four weeks in that they have not seen in a zoom meeting. Are you just assuming these kids are ok? Teachers are not! The majority of these kids had very very rough home life and teachers have reported multiple times. What now? Just gonna let those kids starve and live in filth or abuse?
After writing this email, I do not know how anyone could not want to open up our Oregon schools! The metrics for Covid for opening up our completely unreasonable. Many states are open with higher number than us! It's time to wake up and put the kids first!
Thank you,
Alisa Turcott
Mother, wife, EFDA Dental Assistant
Sent from my iPhone

October 12, 2020

Dear Mr. Gill

I am sending this letter and my prayer is that one of these letters will strike a nerve in you, and you will really consider the true outcome of distance learning. I am hoping that something hits your moral compass hard enough that you stand up, and do the right thing. I am not sure of the pressures you have, or why the voices from parents and teachers aren't being heard, but at some point, true courage comes from "doing the right thing". You as a parent and a former educator have to know in your gut that this isn't even close to being okay.

I am going to make this short. There is so much talk about sacrifice to save lives. Sacrifice to beat the virus. We are all in this together. No, we aren't. Only the population that currently has children in distance learning really knows what true sacrifice is. Raising my son to be respectful, hard working, is my life's best work……no one else sees the tears, the frustration, the solitude, the loneliness and the heartache. Its easy to say that we are "following the science"….but there is no science that would ever want children to suffer like they are.

You want us to sacrifice? When is the white flag going to be raised and you see that nothing can stop a virus, especially one that is new and possibly engineered? Sacrifice? There will be no "do overs" for these children. For those who have "sacrificed" by cancelling their vacations, or can't eat out as much….you can do that anytime….there is no recourse for a child's education. There is no mulligans, and its time that will never be given back.

The average age of death of this nasty thing is 78…the same as our life expectancy. My grandmother would be rolling over in her grave, if she knew that every child in Oregon was suffering to protect the elderly or compromised adults, who can make choices to protect themselves. We are so very lucky that this virus is sparing the young…….let us not ruin a whole generation because the leadership in this state is afraid to speak up.

I am begging you…..think and stand up for what is right….even if it means seeing fall out. You will be the hero we are all desperately looking for and need.

Sincerely,

Amy K. Vandetta

Lebanon School District

Parent and Business owner

From:	Amy Ferris
To:	StateBoard Public Email
Subject:	Public Comment: CDL is not working!
Date:	Tuesday, October 13, 2020 8:06:19 PM

To whom it may concern:
We are in the middle of an emergency. We have a generation of children whose futures are being sacrificed for political reasons. Covid-19 is not dangerous for children. It really is not dangerous for most people under the age of 75.

What is dangerous is for children to be abandoned by their school districts. It is dangerous for 2nd graders to be reading at a kindergarten level. It is dangerous for kids to be suffering neglect at home without teachers there to provide a lifeline. Two teens committed suicide in our town last week. I can't help but put some of this on the policies you have enacted.

Real teachers want children back in school. Teachers who actually care about kids know that CDL provides very little educational value.

You need to change the metrics and get children back into school. You need to look at this objectively and not through the partisan, political glasses you are currently using. Not only will history look unkindly upon you if you continue this foolishness, the present is also not very happy.

Please put kids first for a change. I know they can't pad your campaign coffers like the older, wealthier folks whom you are catering to right now, but they need it much more.
Thank you,
Amy and Brandon Ferris
Bend, OR

From:	Andrea Smith
To:	StateBoard Public Email
Subject:	On behalf of our family
Date:	Wednesday, October 14, 2020 4:20:34 PM

Greetings,

My name is Andrea smith and I am writing the board today to share my family's experience and problems during the last few months.

My son Jaxen is a bright intelligent 9yr old boy who thrives in school. He loves his teachers and most importantly his social interactions with friends and sports. He has always been top of his class and blows me away everyday with his knowledge. You could say I'm an overly proud parent.
There is though another side to my bright and shining son, he suffers from depression. A couple years ago our family was shattered. My husband left us abruptly, the next week our dog died and two weeks later Jaxens nana passed away suddenly. Jaxen has felt extremely sad and lonely losing the things he valued most and that darkness follows his beautiful soul every day.
For jaxen, school is essential. For jaxen socializing with friends is detrimental to his mental health. To feel connected to others benefits jaxen in more ways than you know.
I am a single unemployed mother who is not going to make it financially till the end of the year and this is also something to please consider.
My family should have a choice, Jaxen should have a choice. Being without school has set jaxen back emotionally and educationally. Him being out of school has made it impossible for me to provide an income. The long term effects for our family can be prevented if school was back.
Finally, My wish is that we could be given the choice. My hope is that our children make it through this emotionally. My dream is for our state to hear our pleas.
Please give us the choice and provide equity in our lives.

Sincerely,
A struggling mother with a hopeful child.

From: Anita Mayhugh
To: StateBoard Public Email
Subject: back to school
Date: Sunday, October 11, 2020 7:11:07 AM

Please open all schools in Oregon. There is no threat to the children and very little threat to the teachers. More people are dying of suicide here in Oregon than Covid. I have 3 school aged children and I can tell this is very hard on them. Why should Oregon children lose a year of education. What happened to "no child left behind". Every child in Oregon is being left behind the other states and the world. It is time to open up. The science shows that the kids are not dying from this and if the teachers are afraid they can stay home.
And we do not want them wearing masks which is bad for their health and their mental state.
Also no need for taking temperatures. If they are feeling sick they will be staying home.
And since I am writing you I would like to make sure that BLM is not pushed either. They have just become political and therefore do not belong in schools.
https://www.politico.com/news/2020/10/09/black-lives-matter-pac-428403?fbclid=IwAR0FjWD_-dS0lY6M7Xlw419xR6oI0Vc86aeOx1I1oCgUP8-1k8aKq1MNjiY



Black Lives Matter launches a political action committee

The Black Lives Matter PAC will formally roll out its programs as early as next week.

www.politico.com

From: Anna Zaichenko
To: StateBoard Public Email
Subject: Reopen schools please!
Date: Wednesday, October 14, 2020 7:58:50 PM

Please let our children learn! Please reopen schools! My children are suffering without real in person learning. I'm unable to motivate my kids to sit next to computer all day and listen to lectures. Our children are important future for all of us and if they are not studying, they will have no future. Please let our children learn!

Anna Zaichenko

Get Outlook for Android

From:	artemz@hotmail.com
To:	StateBoard Public Email
Subject:	Distance learning isn"t working. Reopen Schools.
Date:	Wednesday, October 14, 2020 9:54:33 PM

Reopen schools because distance learning isn't working. We are both working full time as essential healthcare workers and have 2 children that suffer with your poor quality education, social isolation and having to spend hours in front of laptop which doesn't result in real learning especially for my 1st grader. We don't have time to help them due to be our jobs and your distance learning is a joke of education compare to in class learning. You must allow those who feel safe allow in class option or we will have to pull out kids from public schools if this continues.

Parents.
Art and Anna Zaichenko.

From:	Ariel Vee
To:	StateBoard Public Email
Subject:	Thank you for caring about teacher and student health
Date:	Wednesday, October 14, 2020 4:05:08 PM

Please continue to keep schools closed until this disease is eradicated. Vulnerable children and staff dependent on this. Please ignore the shortsighted people who care more about their children now, than the whole community's future.

Thanks again,
Ariel Vee

From: Barbara Fronczak
To: StateBoard Public Email
Subject: Please Get Our Students Back To In Person Classes ASAP!
Date: Wednesday, October 14, 2020 11:18:15 PM

Dear State Board – ODE:

I am writing you today to ask you to please move forward in getting our children back to in person classes as soon as possible. They desperately need it for their physical and mental well-being. My daughter is a sophomore at Tualatin High School. I have a son who just entered college at Florida State University. He was a senior at Tualatin last year.

My daughter is each day participating in online learning. She is making the best of it and is committed to her studies. She is on zoom calls sitting at her desk all day that at one point she was complaining of back pains so I went out to buy her a good support office chair. She is lacking the social interaction so badly needed, the in person classes to help better understand the subject plus just exercise from walking from class to class and lunch time with friends. I insist that she goes and exercise each night by running (She now runs up to 4 to 7 miles a day to eliminate the stress of the day). I also make her arrange something with her friends each week. I do see how she is becoming a recluse because of the situation and I am the one who is suggesting the small gatherings with friends and this child is normally a very social child. Everything else is open here so schools must begin as well. I can spend hours exposed to many people shopping at malls or stores or eating in restaurants with no restrictions on time spent at each location. I am sure there is a safe way for our kids to get back to school.

OCAA finally approved my daughter's sideline cheer practices (no contact) and the TTSD approved it as well so thank goodness practice begins this week. We are just hoping and praying that basketball and football season can start so they have someone to cheer for. These sports are the highlights of the children's week and they must continue. They need this outlet to properly function. Please see this through so that our children can have these much needed activities for their physical and mental well-being.

It makes no sense that U of O and OSU can participate in football so the high schools should be able as well. You are sending mixed messages by doing so. That is unfair to our children when they see it happening at the college level. They wonder why are they being punished?

On the other hand as stated my son goes to college in Florida. I am 61 years old and I have traveled there 8 hours on a plane sitting right next to a stranger to get him there with getting no COVID. I traveled all over the city and college getting no COVID. Of course, I took the necessary safety precautions. Most of Florida is now open with all bars and restaurants as well. My son has frequented many of them having large numbers of people in attendance and him getting no COVID. He went to a FSU college football game and got no COVID. He has been tested several times with negative results. He is taking the necessary precautions so he is fine. His friends who got it had very mild symptoms and recovered quickly.

I have watched Florida's public elementary and high schools very closely. In Florida, starting in August most of schools have been opened 5 days a week along with their sport programs. There have been very few cases or spikes showing that they have been able to open schools safely and successfully. My good friend in Miami, one of the hot spots in the country, told me that her high school daughter just started going to public school this week for 5 days a week, the last county to open. How is Florida able to do this but not Oregon when we have far lower number of cases, hospitalizations and deaths than Florida?!? There is no logical explanation for this.

The metrics set for Oregon are not reasonable! It is like your goal is to never have the children go back to school with these unrealistic numbers. Both Washington and California have lower metrics and they had more cases!! They both have some students at schools as well. Why is Oregon stopping our children dead in their tracks. They will lose out!

I know you are aware that so many other states have their schools open as well as their sport programs. They have figured out a way to do it safely and successfully. Both Maryland and Colorado just recently reversed their decision to allow athletes to play. Other college football leagues have now reversed their decisions to play.

I worry about my high school daughter as I feel she will NOT be prepared or be accepted to a high ranking college because of this on line learning. I know with my son how competitive it is to get into a high ranking college. FSU is ranked 18th in the country. Over 60,000 students applied and only 6,000 got accepted. That is how competitive it is! I have signed up my daughter to be part of the 2 day in person hybrid through TTSD school district which we are hoping will begin around the first week of November. Can we at least try that to begin with? It would be a start.

Sports need to start and continue. Athletes are leaving and moving to other states that allow their sports. Look at the extremes people are taking so their children can play sports and go to in person school. They see how important it is to their children. Many children in Oregon are doing club sports since schools earlier were not allowing them. This is not fair to the underprivileged who cant afford these costly club activities. The public school system is all about inclusion and by schools not allowing sports is excluding underprivileged kids from not participating. Then on the other hand these kids who are participating in club sports, you are NOT hearing reports of spikes in positive cases so kids are able to play safely with the necessary precautions.

I have seriously thought of moving my daughter to Florida. Why should I have to leave Oregon to have my child get the best education and to be able to participate in sports. Our athletes who stay are missing out on scholarships as well. All of this is detrimental to our children. Does Oregon want that to happen? You have the power to make a change and a difference in our children's lives. Please make it happen for their sake.

Sincerely,

Barbara Fronczak
11014 SW Annand Hill Court
Tigard, OR 97224

503-381-3901

From:	Barbara Holmes
To:	StateBoard Public Email
Subject:	Please open schools
Date:	Wednesday, October 14, 2020 5:46:22 PM

Online school is not working for my Junior, at La Pine High School. He used to like school and get straight A's. They are giving him a lot of work in every class, he's behind now, he says it's more than he can do. He's depressed, lonely, frustrated, ready to just give up. He said this morning "I'll start caring when they do". Last week he said "it's like they want me to fail". I don't know how to help him. My kids are both struggling and asking to go back to school. Most parents I know are saying the same thing. If bars, super stores, casinos and child care is open there is no reason my middle and high school aged kids should be left behind like this. No learning is taking place, they are just loading up the busy work and being forced to sit in front of screens for most of the day!
Barbara Holmes

From: Brenda Schreiber
To: StateBoard Public Email
Subject: Public Comment: Children and Parents are suffering because of CDL
Date: Wednesday, October 14, 2020 11:13:16 PM

My name is Brenda Washicko, and my family moved to Oregon in January from San Diego, CA. Our children, who are now in 3rd grade and pre-K, were only in their new school for 2.5 months when their school was closed for "2 weeks" to flatten the curve. Oregon has had so few cases compared to other states. Now many states have opened for in person learning, some as early as August. The strange thing is that California and other states have had many more cases and deaths than Oregon, so why aren't our schools opening? Why are the metrics overly stringent, and why do we have to wait 3 weeks before returning after meeting our numbers? Other states have 10 days or 2 weeks, but it is like Oregon doesn't want children back in school.

Teachers are ESSENTIAL workers, and school is the backbone of our society. Parents are trying to work and teach their kids, and it is not working. Personally, I had to quit my job to home school. While my children are in private school, and the teachers did a phenomenal job going online last spring, online learning is NOT the same as in person learning. So, now my daughter has lost part of her second-grade year, and now she is losing part of her 3rd grade year. Should we go back to California or another state that has opened their schools? These are FUNDAMENTAL years for education (reading, writing and arithmetic). Besides now having an uphill battle with her lost time in these important academic subjects, she is losing part of her socialization. She is a very active, outgoing people person, and she cries every day in front of her screen. Life is just much harder for parents, teachers and students. Personally, we are so fortunate to be a two-parent family with resources, but the children who are truly suffering are the ones with special needs, one parent, lower income, POC, etc. Children are left alone, neglected, abused, depressed, isolated, etc.

We can out to eat, get our hair done, go to bars, shop at Costco (and Target, etc.), and those workers (who come into contact with so many different people daily) are fine. Not to mention, many of my friends (or their spouses), some of whom are doctors, nurses, paramedic, fire, etc. are all expected to go to work. However, our children are prohibited from going to their schools because their teachers don't think they are essential workers. The older teachers and vulnerable teachers can retire, take a sabbatical or teach online. If they don't want to work, then don't pay them. If my friend, who is a nurse working on a Covid floor, can go to work and not catch Covid, then why can't teachers be with children who are the least likely to have Covid and spread it? These poor decisions are killing our families, and our future generation is depressed; they miss their friends, teachers, and their schools. The pediatric community, the CDC, and other world governing bodies are now all saying that children should be back in school (with safety precautions). The WHO just said the other day that lockdowns don't work. It is now time to reopen and not after the election.

PLEASE REOPEN THE SCHOOLS!!!

Best regards,

From: Becky Kieser
To: StateBoard Public Email
Subject: In Person School
Date: Wednesday, October 14, 2020 3:05:49 PM

Our children need to be in school in person as soon as possible. Please, please make this change. If some students don't want to meet in person that is their choice and they can continue doing distance learning.
Our children's mental state has to be considered and currently it isn't. As we know, school is much more than just going to class. Plus, all of the screen time they are getting is not good for them as all studies will show you. If you truly are looking at science and listening to the science experts our kids would be in school. They are more likely to get in an automobile accident on the way to school than actually get coronavirus.
Please put away your other agendas and think of the actual students. If teachers don't want to be in the classroom they can get other jobs, just like other professionals have had to do during this time.
This has been carried on long enough.

Thank you
Becky Kieser

From:	brandi wachs
To:	StateBoard Public Email
Subject:	PLEASE look at New Data to LOOSEN BTS metrics!
Date:	Wednesday, October 14, 2020 10:26:42 PM

Hello,

Please use new data to re-evaluate your Back to School metrics and look at the success of schools across the country and LOOSEN the METRICS!!

It was good to be cautious initially but it's time to move forward now that we have learned how to prevent the spread of Covid-19 with masks, hygiene, etc., and testing availability.

The treatment of our youth is CRUEL at this point and is unwarranted and unnecessary. Keeping kids out of ALL SCHOOL and ALL ACTIVITIES is doing irreparable damage to children and it doesn't need to be this way.

By all accounts my family is fine during this epidemic but even my 2 teenagers are SUFFERING: Depressed, gaining considerable weight from a sedentary lifestyle, hopeless about their futures, painfully lonely and no way to make friends, and extreme social anxiety now that they've been so isolated.

I am sick to my stomach thinking of the thousands of children that are in much worse conditions than my own kids: Abuse, hunger, dropping out, hurting themselves, being ignored, falling behind...

Acting as if Distance Learning is an adequate substitute is a joke and a total disservice to all parties involved, including teachers.

Get the kids back in a classroom before you continue to inflict more harm on them!

Thank you,
Brandi Wachs
--

Brandi Wachs
cell: 503-475-6169

From:	Britney
To:	StateBoard Public Email; GILL Colt - ODE; sen.robwagner@state.or.us; SEN Wagner; sen.chuckthomsen@state.or.us; SEN Fagan; sen.cliffbentz@oregonlegislature.gov; sen.CliffBetnz@oregonlegislature.gov; sen.alanolsen@state.or.us; sen.fredgirod@state.or.us; sen.kimthatcher@state.or.us; sen.ginnyburdick@state.or.us; SEN Taylor; REP Prusak; REP Bynum; REP Neron; REP Lewis; REP Doherty; REP Salinas; REP Drazan; REP Meek; REP Power; rep.jeffeardon@state.or.us; rep.janellebynum@oregonlegislatire.gov; REP Williams; REP Bonham
Subject:	Public schools are opening but charging for it?
Date:	Tuesday, October 13, 2020 7:25:54 AM

Because that has everything to do with the argument that schools are unsafe.

The opening of public schools to students for day-care of course conflicts with concerns that the COVID-19 infection rate makes in-person learning impossible. One Montgomery County mom points out the hypocrisy to The Washington Post: “They are saying it’s not safe for kids to be in regular school ... but the child care is safe to open in the same building.”

During the pandemic, our children have suffered the consequences of social isolation, missed milestone events and spent more time on screens. While protecting the health and safety of our children and our communities is paramount, the decision about whether to reopen schools is one that should be made based on the best available scientific data. The AAP is surely correct that policies to mitigate the spread of COVID-19 must be balanced with the known harms to children that come with closing in-person schools.

https://www.usatoday.com/story/opinion/2020/09/02/coronavirus-education-public-schools-open-teacher-unions-online-column/5680207002/?fbclid=IwAR3_iqfW0Ru_MDE5M7vcZ7ghN2pZTPM1viuo2oFKx3qJns98com943UFT4I

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email; GILL Colt - ODE; patrick.allen@dhsoha.state.or.us
Cc:	sen.robwagner@state.or.us; SEN Wagner; sen.chuckthomsen@state.or.us; SEN Fagan; sen.cliffbentz@oregonlegislature.gov; sen.CliffBetnz@oregonlegislature.gov; sen.alanolsen@state.or.us; sen.fredgirod@state.or.us; sen.kimthatcher@state.or.us; sen.ginnyburdick@state.or.us; SEN Taylor; REP Prusak; REP Bynum; REP Neron; REP Lewis; REP Doherty; REP Salinas; REP Drazan; REP Meek; REP Power; rep.janellebynum@oregonlegislatire.gov; REP Williams; REP Bonham
Subject:	Online is harming our children.
Date:	Tuesday, October 13, 2020 11:24:52 AM

Hopefully the mental health harm of online school has been set out before you convincingly. If not, another article from today.

https://www.apa.org/news/apa/2020/10/online-learning-mental-health?fbclid=IwAR0q0wg6miLNZMlw3XNp6yzXe0ofyzdFpHloXD6fDc2SHswlbbPVRKO8dGY

The irony here is that although this article at the end offers some ways to mitigate the deleterious effects of Zoom school, those ways are often only available to those kids NOT as adversely affected by working from home. For example, below are their proposed methods. I'd like to know how parents (single or both) who work outside the home all day do this, or even those who work inside the home and cannot assist during the school day and don't have anybody else guiding the child?

The inequities only mount....

A few ways parents can help kids learn at home:

Ask your children what they are learning online and talk about why the subject is important and interesting.
Guide them through breaking down assignments into smaller tasks so they can feel successful along the way.
Help them organize their time and set short-term, achievable goals for shorter school days or during independent study periods.
Give children choices about how they accomplish the tasks to encourage their sense of autonomy.
Offer personalized, genuine feedback about the work they are doing in online school.

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email; GILL Colt - ODE; sen.robwagner@state.or.us; SEN Wagner; sen.chuckthomsen@state.or.us; SEN Fagan; sen.cliffbentz@oregonlegislature.gov; sen.CliffBetnz@oregonlegislature.gov; sen.alanolsen@state.or.us; sen.fredgirod@state.or.us; sen.kimthatcher@state.or.us; sen.ginnyburdick@state.or.us; SEN Taylor; REP Neron; REP Prusak; REP Lewis; REP Bynum; REP Doherty; REP Salinas; REP Drazan; REP Meek; REP Power; rep.janellebynum@oregonlegislatire.gov; REP Williams; REP Bonham; rep.jeffeardon@state.or.us
Subject:	Women are leaving the workforce in droves to take care of children.
Date:	Wednesday, October 14, 2020 7:40:30 AM

And that's not necessarily a good thing. The effects of school closures are causing entire civil rights movements to take colossal steps backward.

It's been said for a long time our economy will not truly recover until kids are back in school.

And yet... you aren't taking action fast enough. Don't open school too soon. But you are now at the juncture where it could be too late

Our ask: change the metrics. Make them more reasonable. AND return authority back to the local districts.

Approximately 865,000 women ages 20 and over, including 324,000 Latinas and 58,000 Black women, dropped out of the workforce in September, according to an analysis of Labor Department data by the National Women's Law Center. Women accounted for about 80% of workers that left the workforce last month.

"I've heard from many women in Oregon that the lack of child care during COVID-19 is forcing them – and women they know – to leave the workforce," said Bonamici in a statement. "That's extremely troubling. Leaving the workforce to take care of kids is a life-changing decision and it could have ripple effects for years to come on their careers and the economic wellbeing of their families."

https://www.oregonlive.com/coronavirus/2020/10/women-in-oregon-nationwide-dropping-out-of-workforce-amid-coronavirus-pandemic.html

Get Outlook for iOS

From:	Carla Garcia
To:	StateBoard Public Email
Subject:	needs to end
Date:	Wednesday, October 14, 2020 10:58:00 AM

Good afternoon,I would just love to say I appreciate all the teachers and all the hard work that they are doing. But this distant learning has to end as a working parent it is impossible . My phone is ringing all day long because things are working for them ,they don't understand how to do it, how to get to where they need to be . Wifi goes down , ect. I have four children in school ranging from kindergarten to the 11th grade and a collage student ,everybody is in a room doing their own thing and my kindergartner needs help , no one can help her. As of right now I feel like everybody's going to fail nobody's going to learn anything and as many parents are saying this is not working there Has be a different way if I could pull my children this year I would but I know that is selfish and they shouldn't have to suffer!
Carla garcia

From:	Celia Storey
To:	Celia Storey; StateBoard Public Email
Subject:	School format
Date:	Tuesday, October 13, 2020 10:02:12 PM

Hello!

We are PLEADING with you to please somehow change this school arrangement!! I have a 14 year old Freshman and we are drowning. I'm hearing of suicides and I'm very concerned. My child is struggling with severe anxiety attacks on the regular now.

I do not have the time it requires to teach her personally and do NOT feel that I should have to pay school taxes AND teach my own child her schooling. Her school work load is absurd.

I'm not sure why we can go to grocery stores and restaurants and not school. If these "masks" we are made to wear work so well, why is our Governor so scared to sent us to school. Many, many other states are going to school and are not having problems.

I'm so extremely frustrated. Please fight for our kids!!!

Thank you for you me time.

Celia Storey

From: Christine McCollom
To: StateBoard Public Email
Subject: (OAR 581-015-2155) Input to Consider before voting
Date: Wednesday, October 14, 2020 4:58:18 PM

Dear State Board,

I'm writing to share my thoughts on the qualified examiner language (**OAR** 581-015-2155) as it pertains to the administration, scoring, and interpretation of intellectual, social-emotional, and behavioral assessments in the school setting. For Oregon to safeguard the integrity of special education evaluations and ultimately do a better job of correctly identifying students with disabilities, as well as uphold our ethical and legal obligations in this process, I recommend amending the qualified examiner language. As it stands right now, the language allows unqualified, licensed teachers "assigned by the district" to administer and interpret tests that are intended for use by school psychologists. While this may alleviate some of the frustrations rural districts feel when they struggle to find truly qualified examiners, it doesn't support the Department's overarching mandate to guide and ensure that districts are engaging in ethical and legal practices. IQ tests and personality/behavioral measures are intended to be administered and interpreted by those specifically trained to do so. This is the purview of the school psychologist and the language should reflect that. At this time when School Psychologist are exceedingly hard to find in Oregon, this language would further negatively impact our ability to attract quality candidates to those positions.

The following language would be more appropriate:

> Intelligence Test. An individually administered standardized intelligence test meeting the reliability and validity standards of the American Psychological Association administered and interpreted by a school psychologist licensed by Oregon Teacher Standards and Practices Commission (TSPC), a psychologist or a psychologist associate licensed under Chapter 675 by the Oregon Board of Psychological Examiners (OBPE), or in the case of a student from another state an individual similarly credentialed in another state

Thanks you for your consideration,

Christine McCollom
Ashland Schools
Director of Programs

From:	Christy Bennett
To:	StateBoard Public Email
Subject:	Balance
Date:	Wednesday, October 14, 2020 4:46:16 PM

Hello,

Please do what is right and equitable for all students - change the metrics for reopening in Oregon. Oregon is way out of line from other states. Covid-19 is here to stay and we all need to learn to live and learn with it. Our children are paying much too high a price physically, mentally and emotionally by being isolated and learning (or mostly not learning) from a screen. The current metrics will not allow Oregon schools to open for years not months.

We can open schools safely, we just need the adults to be creative and follow the science - masks, fresh air and hand washing. **Creative problem solving, not flat mandates will lead us out of this.**

PLEASE consider what is BEST in the long-run our children based on what many teachers, students, scientists, psychologists and parents are asking for.

Thank you,
Christy Bennett

From:	Colleen Ellingson
To:	StateBoard Public Email
Subject:	Public comment
Date:	Wednesday, October 14, 2020 8:59:03 AM

Please reopen our schools! My 3 kids are struggling with distance learning and are not learning and I'm afraid they will fall behind their peers in other states where schools have reopened. Oregon has had so few cases but yet has the most restrictive metrics for reopening. There is plenty of SCIENTIFIC evidence suggesting that schools can reopen safely, especially for K-3!! There is also lots of scientific evidence showing how much more detrimental keeping schools closed is due to other reasons (mental health, isolation, nutrition, abuse, kids being left unsupervised).

If we want to send our kids back to school, we should legally have the option to do that! Stop using our children as your political pawns.

-Colleen Ellingson (mother of 3 children in Beaverton School District. 1st, 2nd, 6th grades)

Sent from my iPhone

From:	Dan Lujan
To:	StateBoard Public Email
Subject:	Please take a minute to read this and please respond to this. Thank you so much for your hard work.
Date:	Wednesday, October 14, 2020 11:32:13 AM

To whom it may concern,

I am a parent of a Kindergarten student and a 4th-grade student in Sherwood. I know, as well as many parents, teachers, superintendents, and state officials that distance learning, as the only option for school, is not helping our children.

It especially is not helping our little children K-3. From the: "Oregon's Early Learning and Kindergarten" it states "**We believe** that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead all children to be prepared for their individual futures. **We believe** that the children who have previously been described as “at risk,” “underperforming,” “underrepresented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We believe in access to high-quality early learning experiences and appropriate family engagement and support, recognizing that we need to provide services in a way that best meets the needs of our most diverse segment of the population. **We believe** that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our children 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." **Currently, none of the "Equity Beliefs" from Oregon's own "Early Learning and Kindergarten Guidelines" are being met with distancing learn, yes I am sure there are exceptions to the rule, but those exceptions should not be applied as the rule.**

So for the sake of early childhood development, for the mental health, social health, and academic health of our children it is extremely important to get our children back to school with an in-person model with the option of 4-5 days a week for K-12, but especially for K-3. The state of Oregon has guidelines to open safely via the "Ready Schools, Safe Learners" found at the Oregon Health Authority to keep our teachers safe. If Costco, Starbucks, Dutch Brothers, Safeway, Fred Meyer, Fast Food, Nightclubs, and Strip Clubs are considered essential to open, then schools are definitely essential!

The science and data support this according to Dr. Fauci, The American Academy of Pediatrics and Dr. Foster (epidemiologist and director of a public health training program at the OHSU-PSU School of Public Health). They have all been on record stating schools need to be open and in-person every day of the week. Otherwise, students will be subjected to decreased learning, increased depression, increase substance abuse, increased suicide and increased sexual abuse. Also, according to the American Academy of Pediatrics and Dr. Foster, not re-opening schools would lead to “disparities that exist in our schools for low-income communities, communities of color and children with special needs.” We cannot claim ignorance if any of these horrible outcomes happen to Sherwood students knowing upfront that it could have been avoided. The Sherwood School District “strategic plan” is to “increase student achievement, equity - close the achievement gap, integrate instructional technology, develop early learning opportunities, prepare students for college and career, increased instructional time” and none of these can be accomplished with distance learning or hybrid models.

Schools are essential, “schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. Beyond supporting the educational development of children and adolescents, schools play a critical role in addressing racial and social inequity. As such, it is critical to reflect on the differential impact SARS-CoV-2 and the associated school closures have had on different races, ethnic and vulnerable populations” said the AAP.

It has been said by The American Academy of Pediatrics, of 67,000 Pediatricians, that schools need to be

open and available to in-person learning, otherwise “lengthy time away from school and associated interruption of supportive services often results in social isolation, making it difficult for schools to **identify and address important learning deficits as well as child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation**. **This, in turn, places children and adolescents at considerable risk of morbidity and, in some cases, mortality**. Beyond the educational impact and social impact of school closures, there has been substantial impact on food security and physical activity for children and families.”

Dr. Anthony Fauci, one of the nation's top infectious disease experts, told the Senate during the June 30, 2020, hearing that the children need to get back to school. Dr. Fauci claims: “**that the basic fundamental goal would be as you possibly can to get the children back to school** and use the public health efforts as a tool to help the children get back to school".

Dr. Foster, M.D., M.P.H, is a pediatrician; epidemiologist and director of a public health training program at the OHSU-PSU School of Public Health stated in the Oregonian that students need to be back in school, in person every day. “**Unfortunately, partially open schools will unintentionally but systematically perpetuate the achievement disparities that exist in our schools for low-income communities, communities of color and children with special needs.** They may lack computers or reliable internet access to engage in distance learning. Meanwhile, families with more resources can hire tutors and are more likely to have the job flexibility to provide greater parental guidance than someone in a lower-paid job. Schools will try their best as they have with addressing food insecurity, but families will still face greater difficulties.

The Mayo Clinc, CDC and the AAP claim: most kids who are infected typically don't become as sick and some might not show any symptoms at all and the state of Oregon has guidlines

So please for the sake of our children and their academic health, mental health and social health please have an option of school that in person 5 days a week like the American Academy of Pediatrics, Dr. Fauci and Dr. Foster said to have otherwise the “risks outweigh the benefits” of not reopening.

Please have three models to choose from:

1- **In-person 4-5 days a week**

2- **In-person/Hybrid**

3- **Distance learning.**

Have all three of these options will allow the parents/students of Sherwood the ability to choose what the best for their family.

Science/data/resources:
https://www.oregon.gov/ode/students-and-family/FullDayK/Documents/ODE_EarlyLearningStandards_final.pdf

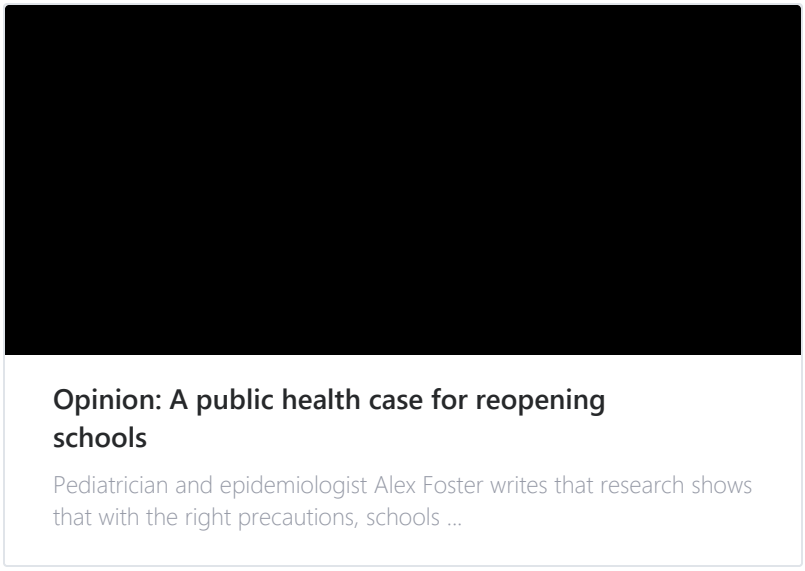
https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Planning-for-the-2020-21-School-Year.aspx

The American Academy of Pediatrics:
https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/

Dr. Foster, M.D., M.P.H, is a pediatrician; epidemiologist and director of a public health training program at the

OHSU-PSU School of Public Health:

[Opinion: A public health case for reopening schools]



Opinion: A public health case for reopening schools

Pediatrician and epidemiologist Alex Foster writes that research shows that with the right precautions, schools ...

Dr. Fauci:
https://www.cbsnews.com/news/dr-fauci-warns-us-could-hit-100000-daily-coronvirus-cases/

The Mayo Clinc:

[COVID-19 (coronavirus) in babies and children - Mayo Clinic]

COVID-19 (coronavirus) in babies and children - Mayo Clinic

Sherwood School District:
http://www.sherwood.k12.or.us/district/strategic-plan

Additional resources:
Coalition to Support Grieving Students
Using Social Stories to Support People with I/DD During the COVID-19 Emergency
Social Stories for Young and Old on COVID-19
Information for Parents on HealthyChildren.org: Returning to School During COVID-19
Guidance Related to Childcare During COVID-19
Guidance on Providing Pediatric Well-Care During COVID-19
List of latest AAP News articles on COVID-19
Pediatrics COVID-19 Collection
COVID-19 Advocacy Resources(Login required)
Centers for Disease Control and Prevention: Considerations for Schools
Centers for Disease Control and Prevention: School Decision Tree
Centers for Disease Control and Prevention: Activities and Initiatives Supporting the COVID Response

Thank you,

Dan

From: David Hisel
To: StateBoard Public Email
Subject: Urgent Request to Re Open In Person Schooling
Date: Tuesday, October 13, 2020 4:59:18 PM

Hello,

My name is David Hisel. I am a VP at a local bank in Bandon. I serve as a Director on the Bandon School Board, Director of the Bandon Chamber of Commerce, and Greater Bandon Association, among other things. I am a husband and parent of 2 girls in our local School District. I am writing you to urgently request that you allow School Districts to carry out the will of the people they serve, which in our city of Bandon is that we bring our kids back to in person learning as safely as we are able and immediately.

Being a parent of two children; one a freshman in high school and the other in 4th grade I can say that my wife and I understand exactly how challenging it is right now for the majority of Bandon Families that are trying to help their children navigate these tough situations. Both of my children loved school and were doing very well before the COVID lockdowns were ordered, and since then have both been rapidly developing issues due to the attempt at in home schooling. My children are suffering and many times in tears trying to deal with the immense amount of negativity and pressure from the world they live in. My wife and I cannot do this without you taking action for our Bandon Families and our School District.

Like many families we have no daycare available, nor would we be able to afford it even if it were available. My wife and I are both essential employees, and therefor we are away from our children 8 - 10 hours a day Monday through Friday. Our kids both have begun to fall behind and also are developing social, behavioral, and mental health issues.

My wife and I cannot give our children the help they need while working our full time jobs and helping our community.

I helped my company work with the small business owners to complete over 9,000 PPP loans for over $1BN Dollars to assist the drivers of the economies we serve. I ask what you will do for us now to enable our School District to come to the aid of the hundreds of children in Bandon that are currently suffering and falling behind?

Many of our local families don't have the resources or structure necessary to even "keep their heads above water", and some are just being completely left to fend for themselves all day.

The decision to not allow our School District to bring back in person school is causing harm to so many children that I'm not sure how we could ever truly calculate it. The cost if far greater to keep them at home to fend for themselves then to reopen schools as safe as we are able and to let our administrators and teachers step up and do their duty to serve them.

This is our future; these kids. We are failing them! Please allow us to make the decision to safely bring them back to in person school!

Thank you for your time and consideration,

David Hisel

From:	Dominic Rivera
To:	Stacey Rivera; StateBoard Public Email
Subject:	Reopen the Schools!
Date:	Wednesday, October 14, 2020 7:25:37 PM

Educators & Legislators,

I am writing so that you can include my perspective on WLWV schools not being open for in-person learning and the detriment that is causing our parents and children.

Educationally - Our children have struggled to make peace with the online learning situation. The material they are reviewing is inadequate to keep them engaged for large parts of the day, and not crafted to their individual learning levels. The Florida Virtual online component was never designed for our youngest to navigate without a dedicated teacher/coach, and relies on skills that they have not yet developed. It's definitely true that it is easier for older kids (middle school +), but even then it's a poor substitution.

Socially - Our children are not getting the social development that they need to thrive. We've all been locked in a house for 7 months, and want nothing more than to get out and thrive in the environment. While it's possible for an adult to do this, schools remain the focal point for children to socialize which has been taken from them.

Economically - On top of reduced incomes due to COVID, most parents are struggling to find adequate help to guide young learners through the day. When we do find them, they are very expensive. This is in addition to what we are *already paying in taxes* to our local schools to not provide the care throughout the day so we can function at our own jobs.

The science has been pretty clear through other states, reopening schools has not been a significant transmission factor for children. Oregon has one of the lowest rates of infection, and one of the most stringent requirements for reopening. As parents, we refuse to go through another significant patch of time with CDL. Given further delays we will either pull our children from the program and reduce the funding for the local school system, or relocate out of the district and possibly the state to provide our children with the education they deserve.

Thank you,
Dominic & Stacey Rivera
--

From: Leslie
To: StateBoard Public Email
Subject: Reopening OR schools
Date: Wednesday, October 14, 2020 9:34:45 PM

Dear Members of the Oregon Board of Education,

I am writing as a parent of two high schoolers. Oregon is stuck. Our kids have been out of school for nearly 8 months. Our covid rates have been the same for months. Staying out of school is not fixing them. Almost no states have clamped down on school the way OR has, yet we have the 6th lowest Covid rates in the country. The downsides of this approach are massive, in addition to the fact that keeping schools closed is not stopping the low level community spread that we have. We are also the only state that has mandated that private schools stay closed, an outrageous overreach by the state, especially a state that considers itself libertarian in nature. A large body of data is showing that school does not have to spread covid when precautions are taken. The WHO, the CDC, JAMA, and many other health and medical organizations are urging schools and states to reopen. Everyone knows the most vulnerable students are suffering the most. and OR already has some of the most terrible learning out comes in the USA.

- Students' educations are suffering, esp low income and students of color
- Sp Ed kids and kids on IEPS are not getting what they need with CDL
- The mental health toll of keeping kids out of school and away from peer groups this long will be, and is, high.
- High schoolers are missing out on college counseling, college nights, etc. an essential part of getting them to college. Esp low income and first gen kids whose parents don't have the skills/experience to counsel them.
- The mental toll of too much screen time for kids will be high- and they are on social media all day long, highly linked with suicide, depression and anxiety "At first, I was surprised that the associations were larger for adolescents than for younger children," says Jean Twenge, the study's first author and a professor of psychology at San Diego State University. "However, teens spend more time on their phones and on social media, and we know from other research that these activities are more strongly linked to low wellbeing than watching TV and videos, which is most of younger children's screen time."
- Abuse and neglect of K-12 children is going unreported and unseen
- Parents/the economy is suffering, **esp women and people of color** because of having no childcare

- The economy cannot rebound until we have a place for kids to go
- People will leave Portland metro area and go somewhere where they can put kids in school, hurting the tax base and the public schools. I already know people who have left.
- College students who are also parents are struggling and research shows when they leave, they don’t come back, negatively affecting their earnings for the rest of their lives.

We need the ODE and OHA to relax the metrics for **any school** that wants to try, public or private, on the hybrid basis that was planned for this summer, but mysteriously ditched at the last minute because of pressure from teachers' unions. It's just not right. Let families who want to go back, go back, and students who don't learn at home. Treat teachers like the essential workers they are. Doctors and nurses and grocery workers didn't just say they weren't coming to work. I am a college professor and I want to go back in person because my students are suffering, especially the first generation and students of color. Do the right thing and stop being sat on by the union. It's destroying our economy, and setting back women and people of color by decades. Eventually, you will manage to kill the middle class tax base off in this city and cause so much middle class flight your public schools will be in tatters.

Dr. Leslie Bienen, DVM, MFA

From: Paul Lindsey
To: StateBoard Public Email
Subject: State board meeting 15th of October
Date: Tuesday, October 13, 2020 10:03:50 PM

To the state board

I am writing in response to the measure being taken against our children. I have to say against our children because that is what it appears to be.

Research shows that 3 hours or more of screen time has a very strong affect on depression rates in children under 14 years old. So I have to ask how a virus, with such a low danger to children, can be used as an excuse to not allow in person school.

Day cares are fine, as are restaurants so why not schools. You could argue that teachers are at risk. That may be so, but so are day care staff and restaurant workers. Can we not give them a choice if they are at risk? If social distancing and masks work then why do they magically stop working at the school door?

The school board will be responsible for numerous health crisis and possibly suicides if this situation does not change immediately. And this is before we take into account all the vulnerable children who are being left 24 hours a day in abusive homes. School is their only relief and yet it's taken away because of something which is not a danger to them.

I urge the school board to take a stand for their student.

Yours faithfully

Dr Paul Lindsey DC
971-701-7628

From:	Dylan and Lucas Pakes
To:	StateBoard Public Email
Subject:	Please Open Schools
Date:	Wednesday, October 14, 2020 3:32:36 PM

Dear Decision-makers at the Oregon Department of Education

We are writing to ask you, more so implore you to please let our kids return back to school in person. The metrics that have been set are **unattainable** for kids to ever return. It is absolutely possible for our schools to open in person, safely. Please make this an option for our children and schools. Failure to do so will continue to harm our children's education, and emotional well being. Our kids are getting farther and farther behind every day. A seven-year-old should not be in tears on a daily basis because they are frustrated and not following. Screen time is out of control and the mental health of our students is paramount. Oregon has one of the lowest Covid transmission rates yet the strictest metrics in order for schools to open. **ALL OTHER STATES** have allowed their students to retune to school and **ALL OTHER STATES** have learned to live with this pandemic, yet in Oregon, our students are not allowed to return. Why can I go sit at a restaurant for hours and my kids cannot go to school. Why can people go shopping and to the gym, kids can go to gymnastics and dance, but my kids cannot go to school? School is essential. Education is essential. The **ENTIRE NATION** is allowing their kids to go to school, even states with the highest outbreaks. Parents in Oregon want in-person learning to be a decision and an option for those who chose. If metrics are not changed, and students are not allowed to return, you are harming our children. The damage will be long-lasting. Please look at the science, look at other states, change the metrics. **LISTEN TO YOUR CITIZENS**. **LISTEN TO THE KIDS.**

Sincerely
Dylan Pakes

From:	Ed Rollins
To:	StateBoard Public Email
Subject:	Return to in person learning and let them play.
Date:	Wednesday, October 14, 2020 9:44:26 AM

It's imperative that your voice is unified in opposition to the Governor's rules.
We must get our kids back in school and back to sports immediately.
The 'science' the governor used to 'support' her position has shown that its unreasonable to steal their education and wellbeing.
Our state is already nearing the bottom of so many countrywide metrics that the lost ground of this generation is sure to secure last place in everything negative.
Please help!!!!!
Ed Rollins

CONFIDENTIAL NOTICE: Bank of Eastern Oregon does not send unsolicited e-mail. This e-mail message is considered privileged and confidential and is intended only for the addressee. If you believe this has been sent to you in error, do not read it. Please reply to the sender that you have received the message in error and then delete it. Thank you. Please consider the impact to the environment and your responsibility before printing this e-mail.

Disclaimer

The information contained in this communication from the sender is confidential. It is intended solely for use by the recipient and others authorized to receive it. If you are not the recipient, you are hereby notified that any disclosure, copying, distribution or taking action in relation of the contents of this information is strictly prohibited and may be unlawful.

This email has been scanned for viruses and malware, and may have been automatically archived by **Mimecast Ltd**, an innovator in Software as a Service (SaaS) for business. Providing a **safer** and **more useful** place for your human generated data. Specializing in; Security, archiving and compliance. To find out more Click Here.

From: Emily Williamson
To: StateBoard Public Email
Subject: Open our schools!
Date: Wednesday, October 14, 2020 7:44:20 PM

Hello,
I’m email to speak up! We need our school open ASAP!

Sent from my iPhone

From:	Erin Sprando
To:	StateBoard Public Email; colt.gill@state.or.us; nik.blosser@oregon.gov; BROWN Governor; REP Prusak
Subject:	Re-opening schools- give parents a choice
Date:	Friday, October 2, 2020 1:33:19 PM

To Whom It May Concern:

I am the mother of three children who is an essential healthcare worker. I have not stopped working since day one of the pandemic, and I have not contracted COVID despite working in facilities with COVID positive patients.

My husband is a commercial airline pilot, also an essential worker, who has not contracted COVID despite flying through multiple cities and having contact at airports.

My youngest two children are 1st and 2nd grade. When the decision was made that schools in West Linn would be all online for several months and then potentially a "hybrid" if the extremely restrictive metrics were met, we dis-enrolled them from public school. We live in West Linn (and gladly pay extremely high taxes) for the excellent schools. It is disheartening to say the least that we had to move them to a private school that had the option of K-3 part time, in person, from the beginning. We are fortunate that we have the resources to make this decision. We really had no choice as essential workers but we also have a child who struggles with the online format. For his sake we had to make the decision to pull them out of a school they love.

Our private school has done an amazing job with mask wearing, hand hygiene, social distancing, stable cohorts etc... and has had zero cases of COVID 19 since opening on 9/8. That said, they are also subject to the stringent metrics despite the majority of their funding coming from private tuition. My understanding is that the demand for their school was at all time high this year as parents were forced to make different choices.

Parents need to be given the choice to allow their children to return to school full time. Many will choose to continue online and I truly believe no one should have to be forced to send their children if they do not feel it is safe. The current metrics are far too stringent to attainable anytime soon for grades 4-12 to return.

The K-3 metrics are also extremely challenging to meet and I struggle to understand why I could make the choice to send my children to a daycare setting for "learning" but cannot send them to their elementary school with highly trained professionals? Especially since every district has had to submit a return to safe learning plan to the state.

Have teachers been surveyed to see how many feel comfortable returning?

Why can parents not make choices for their own children to attend school?

Why is there not a waiver put into place that parents understand the risks but are choosing to send their children anyway?

The risk of COVID is far less concerning to me than the risk to my children socially, mentally and physically when they cannot attend school.

Thank you for your time and consideration.

Sincerely,

Erin Sprando

From: Tornado Fitness
To: StateBoard Public Email
Subject: For the upcoming state education meeting - please share ❤
Date: Tuesday, October 13, 2020 11:58:21 PM

I wanted to make sure I was able to be another voice, another family, you could refer to during discussions at your upcoming state level education meeting. My kid is STRUGGLING. He is a smart kid, and we've rarely had any issues with him. The feedback we receive from teachers had always been 99% positive, with 1% "he talks to much" hahaha!

However the last 6-7 months have seen a steady decline in his behavior and mental health. When we pick him up from his part time childcare/tutoring (because thankfully they are allowed to be open) all we get are negative comments now. And it's the same at home. He's miserable. I can't even blame him half the time for his attitude, though I of course don't tell him that. He's put on more weight than a growing child should, regardless of our efforts. I could go on, but I won't take up any more of your time.

It's breaking my heart to see kids/families just trying to keep their heads above water with all of this insanity. Our house is no exception. This "distance learning" needs an expiration date. We need some real light at the end of the tunnel. We can get back to school AND be safe. There are reasonable options to make this happen, let's do it.

As always, we appreciate your time and thank you for listening to us.❤

(Attaching a brief article on the off chance you haven't seen it already.)

WHO backflips on virus stance by condemning lockdowns



WHO backflips on virus stance by condemning lockdowns

The World Health Organisation has backflipped on its original COVID-19 stance after calling for world leaders to stop locking down their countries and economies.

Geoffrey & Kathryn Nichol, Owners
Tornado Fitness, LLC
(503) 743-1FIT
tornadofitnessgym.com
facebook.com/TornadoFitness

From: Ginger
To: StateBoard Public Email
Subject: OPEN OUR SCHOOLS
Date: Monday, October 12, 2020 9:02:31 PM

To whom it may concern-

I have taught in the state of Oregon for 20 years. Currently I am teaching 20 adorable kindergarten students- totally online. They are zooming from noisy daycare centers- grandma's house with sketchy wifi- mom or dad's work and even their car or a shelter. They don't know anything different. They have never been to school- never ridden a bus, gone on a field trip, eaten in the cafeteria, played on the playground at recess, or had a class party. They don't know what they are missing- but they are still sad- and struggling- and this isn't how it's supposed to be. Never in my career have I been this disappointed in the decisions our government is making concerning the health and welfare of our students (and to be honest I have never thought our state made very good decisions about schools). I do NOT agree with the union that it is too dangerous to go back to school. I would go back tomorrow if I could- with all my kids- without a mask. The damage all this is doing is on you- the people in power.

Please do the right thing and let our kids go back to school. Let the parents go back to work. Let the teachers do their job. Please.

Ginger Jay
Beaverton Oregon

From: gordonclay@aol.com
To: StateBoard Public Email
Cc: GILL Colt - ODE
Subject: Public Comment: Preventing ACEs During the COVID-19 Pandemic
Date: Wednesday, October 14, 2020 3:45:52 AM

Public Comment: Preventing ACEs During the COVID-19 Pandemic

Purpose

To activate every source - state (DHS, OHA, DOE), county, city, health care community, school districts, students, parents and communities - to find ways to reach and monitor students' mental and physical health and safety while they are isolated from outside contacts during long periods of at-home, on-line learning.

Background

Since suicide is the leading cause of death for Oregonians 15-54 (see CDC https://bit.ly/2Ry1fqO) and the fact that the rate for Oregon 10-24 years olds' suicides has jumped 35% from 2015 to 2018, anything that can be done to at least slow this trend is important.

Before the pandemic, schools were often the only respite many students had from a toxic home environment. Teachers, administrators, counselors and child advocates had face-to-face contact with students and could see, through their mannerisms, words and physical appearance, when they were being abused. Posters, announcements during classroom breaks, and class discussions could address these issues and others like bullying and harassment.

Since schools' have reverted, almost exclusively, to distant learning, those avenues for detection aren't available.

Problem

In talking with the folks in the Curry County Juvenile Department, the local Oasis and Wally's House as child advocates, the drop-off in crisis calls is of MAJOR concern.

Any of the 10 ACEs events which weren't present in a student's life before the pandemic, that surfaced in the family dynamic since January, must be determined before they permanently impact the student's well-being and resilience work must be started immediately with those students.

The Governor has students confined to their home, some who are in very toxic environments. This is exacerbated by the fact that many of their parents/guardians are abusive, drug or alcohol depended, violent, etc. Many of these adults have additionally been impacted from issues the pandemic has foisted upon them: loss of income, reduced access to twelve step programs, mental and physical health care, housing, food scarcity, human connection, etc.

What avenues are open to reach these isolated youth in potentially dangerous home environments?

Opportunity

What way or ways to connect with students can the Board of Education create and recommend to school districts, to determine students' safety?

I believe it will require out-of-the-box thinking

1. Develop ways to reach students in their on-line environment to outline the value of contacting the crisis text line 741741, anytime, 24/7 when they would like confidential support, no matter what is happening.

2. October is Bully Prevention Month and, harassment and bullying has shifted to cyberbulling. Setup and communicate periodic messages on the various issues around cyberbulling.

3, Develop and ask, on-line, at-risk questions disguised in less obvious terms, i.e., question 61 from the new Oregon Student Health Survey (SHS) "During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities." which is a depression deterrent question

4. Waterfall Clinic in North Bend did parking lot bingo as well as drive up flu shots.

5. Do "school photos" for students

6. Maybe a drive-in movie - there are a lot of great movies on issues that they are dealing with, plus self-care, resilience, and more.

7. Have an essay contest each month or week encouraging students to write about various issues i.e., what I miss most that I did before the pandemic? How I deal the life during the pandemic? How alcohol has negatively impacted me live? How I get emotional support when I need it? Questions related to issues in the new Student Health Survey. Millions more.

8. See about getting a fast food chain to support the program with gift certificates, maybe even distributing important messages on resilience and self-care directed at students.

9. Set up a "Students Talk" show on local radio stations that have students share on various topics, especially topics that will reveal how they are doing.

10. Email or message to parents on what to watch for. Warning signs: depression, cyberbulling, anxiety, drugs, alcohol, self-harm, suicide, etc.

What can others come up with?

It is important that ways are found and distributed to school districts and the media, to keep eyes on the most vulnerable during this pandemic.

Summary

There are many indicators that remote learning and isolation are increasing anxiety and depression levels for many students, and the impact is particularly difficult on many parents from job loss, financial challenges, other health challenges, and more. We must find a way to reach and observes students, on a continuing basis during this pandemic, to intervene and protect students from having new ACEs presenting themselves in their lives. I am most interesting in learning what the Board of Education can manifest in this regard and how the media, communities, and school districts can assist in this protective process.

Yours in service,

Gordon Clay
gordonclay@aolcom
ZeroAttempts.org
PO Box 12, Brookings, OR 975=415

From:	Greg Looney
To:	StateBoard Public Email
Subject:	Bandon School Board Member re: opening schools
Date:	Monday, October 12, 2020 8:25:35 PM

Dear State Board of Education,

We recognize that children learn best when physically present in the classroom. But children get much more than academics at school. They also learn social and emotional skills at school, get healthy meals and exercise, mental health support and other services that cannot be easily replicated online. Schools also play a critical role in addressing racial and social inequity. Our nation's response to COVID-19 has laid bare inequities and consequences for children that must be addressed. This pandemic is especially hard on families who rely on school lunches, have children with disabilities, or lack access to Internet or health care.

Returning to school is important for the healthy development and well-being of children, but we must pursue re-opening in a way that is safe for all students, teachers and staff.

Our staff, admin, and maintenance have done an excellent job, not only following the guidelines but exceeding them. Masks, hand washing and other precautions will be taken seriously but we need to take the mental health of our students most seriously now.

Thank you,
Greg Looney
Bandon School Board Member.
Bandon School Dist. #54

Sent from my iPhone

From:	Gwen Groomes
To:	StateBoard Public Email
Subject:	Open our schools
Date:	Wednesday, October 14, 2020 5:44:07 PM

To whom it may concern:

Our children need to be in school! The frustration and stress it is putting them through is not ok. This Is not what we promised our children. We promised them an education.

I currently have twin second graders, a 7th grader and I work for a school district from home. I am not doing anyone any favors here. I didn't sign up to teach my children. I am their mother. My job is to keep them safe and happy. My job is to love them unconditionally and show them all of the wonderful things life has to offer them. Not argue about assignments and shove them in front of a computer screen all day.

My daughter is currently struggling to read. Something she has struggled with for a year now. This was the year she was going to get extra help. This was the year she had built up enough confidence to ask for help. This was the year she was finally going to be able to read as well as her twin brother. This year, is failing her. Period. She's more frustrated with her lack of reading skills than ever. Yes, I can hire a private tutor. Yes, I can spend extra time and put forth the extra effort so she succeeds. But that's not what I pay taxes for. I pay taxes to support our schools. I go to the fundraisers to support our schools. I work for free at community events to support our schools. I show up.

Where are you?

Our children need to be in school. Put all of the safety protocols in place and let my children feel human again!

Gwen Groomes
Mount Angel, Oregon

From: heather
To: StateBoard Public Email
Subject: public comment- CDL is failing students
Date: Wednesday, October 14, 2020 8:52:47 AM

Is there any talk about how to make our metric more attainable for kids to go back to school? Right now , none of our kids will be going back at all if nothing changes. It was mentioned at the last meeting by Colt Gill, that Oregon and Washington are similar in metrics. This could be farther from the truth. The Governor of Washington has left the education decisions to be made locally and by the individual school districts, stating that the guidelines were just recommendations. In Oregon we have no local control, it is solely made by the Governor and her group of "experts".
How many of these "experts" have actually sat down with families and seen what a typical day consists of? My son gets kicked off multiple times, meaning he loses about 5 min of valuable learning time, causing him more frustration than he needs at the age of 11. How does this benefit him again? Many parents report a lack of interest in school, meltdowns, and alot of technology issues. How does one expect a 5-6 yr old to focus on what is being taught online when any dont even know how to use a computer, let alone type. How is CDL meeting the needs of the IEP, 504, or other special education students? I guarantee it is not, and state law and even the website for the state board, that it is the duty of the state to provide an education that meets the needs of every student. Not to mention it is against the law for special education students to be denied the services they deserve. How many parents (mainly women) have to quit their jobs, to help with school work? How many low income families are being affected by this? How many cant afford decent internet, someone to stay home and supervise. How many kids are left alone to fend for themselves. How many kids are going hungry because school was the one meal they could count on. How many kids are stuck at home with an abusive parent, because school was the only safe place they could go. And can you tell us, how many students have been unenrolled from public education, because of CDL. Since state schools are funded by how many students are enrolled, seems this funding will go down, making some districts in trouble. What activities would need to be cut, how many teacher jobs would need to be cut, to help with the deficit? Many districts this year are already faced with a big loss in funding.
How is CDL actually benefiting our students? My kids love school, and this year, they are struggling to even want to participate. Getting them to log on in the mornings is getting more difficult. Is that the goal, to make kids less interested in school? American Pediatrics states to much screen time is harmful for kids, yet because of CDL it is somehow ok? Depression and suicide rates are increasing in Oregon. Would be great if there were services available, but Oregon ranks one of the lowest for these services. How many ER visits are attributed to teens coming in for suicide attempt/ overdose?
Keeping kids from school is only harming them. The mental affect this will have on them, will last quite awhile. If daycares can be open, why cannot schools. The safety metrics are the same. Why is mask wearing acceptable for everything else but not schools? And why are we comparing smaller districts with those that are larger? The town I live in has very few cases and the district is small, yet can make the distancing work. Why should we suffer because the larger districts are struggling. Very few cases if any at all have been tied to school spread. Many are in adults, who most likely were exposed to someone outside the school walls, but because they are employees its counted as a "school case" . This is not ok. We are letting metrics that the public doesnt know about, and are being held secret dictate the lives of our children. Without school also means no sports. Many participate in sports which in turn motivates them to do well in school. Sports and School also helps keep kids out of trouble. Take away sports and school, what is left? Kids , especially those that are young, were not built to deal with so many negatives all at once. yes kids are resilient, but this can only take you so far, before you crack.
Kids age 0-9 make up only 5% of cases in Oregon, and no deaths. Why are we not trying to get elementary school kids back in class.

this virus isnt going anywhere, and I urge you all to do more research on the mental affects this is causing our kids. Look at other statistics than just those that are dying.
thank you
Heather

From:	Forrest Gmail
To:	StateBoard Public Email
Subject:	Very concerned parent of 4 children in Public School System
Date:	Wednesday, October 14, 2020 9:51:47 PM

Oregon State Board,
I know you have heard this over and over again but I cannot stay silent and speak up for my children and the children of Oregon.

I am a mom to four kids ages 12, 11, 8 and 6. I understood the shut down of schools back in March when so much was unknown and scary. I understand masks. I understand that there is a very clear desire to keep our states cases of Covid low. I also understand that there are so many children getting horrible education and sitting in homes that are unsafe. My daughter is in 5th grade and is in google meetings with her fellow students. Out of the 8 in her cohort she has only seen the face of 3 of them. She has only heard the voices of three of them. The others have black screens and only type in their answers. Who knows what is happening to these children. My heart breaks as I know abuse is getting worse and worse every day in these homes. Before Covid I was a classified substitute and I subbed in the "emotions" room. Before Covid i was shocked with how many kids would need to come in and find a place to either vent their frustration in a safe way or wrap themselves up tightly to deal with the struggle they felt due to so much abuse in the home. I couldn't believe how flippantly these kids talked about abuse because of how often it happened. Now I know these kids are experiencing this abuse every day without a safe place to go in the midst of it. My heart breaks and i would hope yours does too. I cannot imagine the amount of people that may get Covid if we opened schools would even come close to comparing to the amount of abuse going on in homes in Oregon while we are still schooling from home. How is this right? Give us an option to go to school.
My children live in a safe home. They live in a home with two parents that want what is best for them. My husband works and I have had to quit my job to stay at home with the kids to help them with their school. I am their teacher. They are still enrolled in public school and are trying to do distance learning but it isn't working. They cry almost every day. My kindergarten child keeps talking about how this was supposed to be his first year in school and Covid ruined it all. He cries all the time that he just wants to see his teacher. That he just wants to meet his classmates. He is in the Spanish immersion so you can only imagine how that is going with 50 minutes online. My 2nd grader is now testing lower than he did when we closed school last year. He did his math test which he had tested at 4th grade math and now he is testing under 2nd because he is such a physical hands on learner. I am shocked to see how badly he performed. My 5th grader cries every day because she is on a screen from 8:30-6 working on homework. She is only actually online for 50 minutes with her class but the rest is trying to figure out her apps that were supposedly supposed to be less screen time but end up being more. She is my perfectionist and is stressed out every day. My 7th grader just laughs because her school is a joke. She is online on classes 2 hours a day and doesn't learn anything. When she is done, she is done. If this continues one more week with no end in sight I am pulling my kids and homeschooling.
I cannot imagine what the end of this school year is going to look like if this is the way we are going right now and we are only 4 weeks in. Our children are suffering and are going to be so behind the rest of the country in education. I cannot imagine what teachers are going to have to put up with next year when everyone is a year behind. I know many people that have moved out of Oregon just because our schools have not opened. Please take this into account. Please look at the vulnerable children and realize it is absolutely essential for us to open up. Our kids are absolutely essential. So many other things that are open are not but our kids are. Please help them know that by changing the metrics and opening up. Thank you for your time.
Heidi Forrest
Newberg, Oregon

From my IPAD

When discussing the idea of reopening schools, we should be discussing what we do and don't know about the virus.

What we do know:
- The virus is spread easily indoors, particularly in poor ventilation.
- Six feet is largely insufficient to control spread, especially in indoor settings as the virus is acknowledged to linger in the air for hours.
- Prolonged periods of time indoors with people not in your household increases the opportunity for community transmission.
- It is common for people to shed the virus before they show any symptoms.
- Many cases are asymptomatic entirely.
- Case counts are a lagging and not leading indicator, which means increases suggest larger increases on the horizon.
- Children are excellent spreaders.
- Children do not reliably wear masks correctly or maintain distance.
- Spread is increased significantly via talking, singing, and laughing.
- States that have reopened schools have seen increased numbers of confirmed cases.
- COVID long haulers exist, who months later are still incapable of returning to a normal life, but are considered recovered.
- The virus can cause heart damage, and sometimes pulmonary embolisms that can kill even asymptomatic people in a matter of minutes.
- The virus can cause cognitive disfunction that has cost people their careers.
- Tests have a relatively high false negative rate.
- Herd immunity is not an attainable goal due to limited antibody presence, risk of overwhelming hospitals, and risk of a second infection due to variance of strain.

Every single one of these known details serves as a rebuke to the idea of opening schools for in person instruction, and in combination should be incontrovertible proof that not only should we not reopen, but that relaxing the metrics for reopening would only hasten the spread throughout Oregon.

What we don't know:
- We don't know the long term effects of this virus. The fact that it's known to cause heart damage, among damage to other organs, is indicative that this is something we should take seriously.
- We don't know who's going to die from the virus. It's killed children and healthy young adults unexpectedly.
- We don't know who is not going to recover fully, and be unable to return to a normal life as a result of constant fatigue.
- We don't know who will suffer life altering heart damage, yet be considered recovered.
- We don't know who will suffer cognitive impairment and be unable to continue to teach, administrate, or be successful in school.
- We don't know the kind of toll the death of a student or faculty will render in a school if other children or faculty think or know they were responsible for the spread.
- We don't know how many people may bring COVID back home from school and potentially sicken or kill family members.

Rolling the dice on all these unknowns isn't just irresponsible; it's cruel. Do not think for a second that reopening schools isn't outright gambling with the lives of others. Though people will often cite low mortality among certain populations, recovered can still mean that your life has come crashing down for a number of reasons, even for young and healthy individuals.

The only responsible, humane, and pragmatic decision is to not reopen for in person instruction. Oregon has, in contrast to other states, done a great job of keeping spread low for its population and has not overwhelmed its medical system. We should be making every effort to continue that trend.

Sincerely,
Ian Simpson

From:	Janica Duncan
To:	VELIZ Anthony - STBRD; WHEELER Bridgett - STBRD; GILL Colt - ODE; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; SCURLOCK Jennifer - STBRD; COLONNA Jerome - STBRD; HOWARD Kimberly - STBD; REP AlonsoLeon; BROWN Governor
Cc:	news@koin.com; newsroom@oregonian.com; npate@Salem.gannett.com; pat.nevin@koin.com; rich.kurz@koin.com; thedesk@katu.com
Subject:	Comparing our metrics to Washington's is deceptive
Date:	Tuesday, October 13, 2020 3:30:02 PM

Something has come to my attention that I feel like needs to be brought to yours. In the recent Town Hall that was held last Saturday, Colt Gill told listeners that our metrics compare to Washington's, as they require counties to have less than 37 cases per week before students can return to school. However, what he seemingly failed to mention, is that fact that the metrics in Washington state are GUIDELINES and NOT REQUIRED for schools to reopen. Not only are they not required, the guidelines are 37 cases for TWO WEEKS, as opposed to our under 30 cases for 3 weeks. Which means, even if Washington's guidelines were requirements, as Oregon's are, it would require counties to have less than 55 cases per week. (Vs 30) There are MANY counties in our state that fall between 55 and 30- if this was our requirement, many counties could open to schools. But the fact of the matter is, a district in Washington can CHOOSE to reopen, even if their county does not meet the guidelines. To compare Washington's guidelines to Oregon's, 'requirements' is so dishonest that it makes me wonder if perhaps Dr. Gill was not aware of that fact that Washington's guidelines are not required by the state to reopen schools?

This matter is personal to me, as if Oregon has the same system as Washington, my children would be able to attend school. You see, I live in Polk County and my children are enrolled in Central School District. When you look at a map of cases per zip code, almost ALL the cases in Polk County are in West Salem. (Which is not part of our district) Due to the completely unfair and unattainable metrics currently in place, my kids cannot attend

school due to cases in a city 15 miles away that does not feed into our district. And, more importantly, nor can the 49% of the students in our district who are Hispanic, nor the 50% that are economically disadvantaged. If we had Washington's guidelines, our district would be justified in reopening, even if the county did not quite meet the guidelines- knowing almost all the cases in the county come from West Salem. Similarly, I have a friend who currently lives in a small town in Western Washington, that has some larger towns within the county. Her district was able to re-open, due to the fact that they are far removed from most of the positive cases in the county. If she lived in Oregon, there is no way her children would be able to attend school, even though the cases in the county have nothing to do with her district.

While I would like to believe Oregon's metrics came from a desire to keep children and educators safe, and perhaps that was the original motivation behind them, it is now clear they are so unreasonable and unattainable that if they are not changed I fear the only logical conclusion is that Kate Brown, Pat Allen and Colt Gill (as well as many legislators) do not care about the children of
this state. Especially as CURRENT science shows how damaging school closures are to children and that schools are not a significant source of community spread. If the metrics do not change (both the statewide requirement for cases
to be under 5%, and the individual case count per county), it will demonstrate that not only
do state leaders not care about the children and parents suffering mental health issues as a result of CDL, they also do not care about those who are living in poverty, people of color, or people with disabilities. What it WILL demonstrate is all they care about is power and money the teacher unions and other special interest groups give to them. If our leaders are following SCIENCE, as

they so often claim, they will create metrics that have the best interest of EVERYONE in the state, not just special interest groups who fund their campaigns.

I want children and teachers to be safe- I am an educator and teachers are extremely important to me. However, as much as I love and respect teachers, their fear over something that is HIGHLY unlikely to kill them should not outweigh the THOUSANDS of lives that are being destroyed in the mean time. If something is not done soon, Oregon will loose more children to suicide than they will to Covid. (Which, by the way- zero children in Oregon have died from Covid. I'm aware of 3 teenagers who died from suicide- just this week). PLEASE do the right thing and help get Oregon children back in school sooner, rather than later. If something is not done soon, there will be no coming back from the devastating effects of CDL on thousands of children and their families.

Respectfully,
Janica Duncan

From: J. B.
To: StateBoard Public Email
Date: Tuesday, October 13, 2020 11:46:27 PM

Our children are being neglected and I feel helpless as a parent watching my children suffer from distance learning. They are depressed my oldest didn't get an 8 the grade promotion last year. Do you guys realize how big of a deal that was to them? I know 8th grade was a big benchmark for me and Graduation was one of my best memories of school. These kids need they're friends they're teachers the in person experience. Enough is enough admit it already. Covid 19 was a big scare. These kids are low to no risk of any worse outcome that the flu. I'm to the breaking point I have 3 kids and between this distance learning for 3 kids 3 different grades. Trying to provide a roof over they're head full time job and a 9 month old baby. Something has to change or my kids will go without! I can't do it shouldn't be expected to teach 4th 5th and 9th grade. I didn't go to school to be a teacher!!! Open our schools.
Sincerely
The Blackburn Family
-jefferson OR

P.S. Kate Brown has to go!!!

From:	J. B.
To:	StateBoard Public Email
Subject:	Fwd:
Date:	Tuesday, October 13, 2020 11:48:51 PM

Forgot to note this as a public comment

Our children are being neglected and I feel helpless as a parent watching my children suffer from distance learning. They are depressed my oldest didn't get an 8 the grade promotion last year. Do you guys realize how big of a deal that was to them? I know 8th grade was a big benchmark for me and Graduation was one of my best memories of school. These kids need they're friends they're teachers the in person experience. Enough is enough admit it already. Covid 19 was a big scare. These kids are low to no risk of any worse outcome that the flu. I'm to the breaking point I have 3 kids and between this distance learning for 3 kids 3 different grades. Trying to provide a roof over they're head full time job and a 9 month old baby. Something has to change or my kids will go without! I can't do it shouldn't be expected to teach 4th 5th and 9th grade. I didn't go to school to be a teacher!!! Open our schools.
Sincerely
The Blackburn Family
-jefferson OR

P.S. Kate Brown has to go!!!

From:	Jennifer Dale
To:	REP Neron; GILL Colt - ODE; StateBoard Public Email; DIRECTORSOFFICE OHA
Cc:	Britney
Subject:	Thank you from our parents
Date:	Sunday, October 11, 2020 2:51:45 PM

Dear Representative Neron, Mr. Gill and Mr. Allen,

As a member and admin of a parent-led group advocating for the choice to return to in-person learning in our classrooms, I wanted to say thank you for hosting yesterday's Town Hall.

Dozens of Clack to School and Let Oregon Learn members were part of the conversation and we'd like to extend our gratitude. In fact, we hope this past week represents a key marker in launching the *crucial conversations* around returning to in-person learning, and to do so with measured alacrity.

In reviewing our takeaways from the Town Hall, we wanted to share the following:

1) The inertia around reopening in-person is considerable and disappointing. The damage is growing with each moment that our children are not in-person. The evidence continues to mount that CDL is not and should not be the answer.

In CDL, the inequities are falling hardest on the most vulnerable: low-income, minorities, single parents, mothers, individuals with disabilities, impoverished families, and students who were already struggling to keep up.

We expect the COVID metrics data will be balanced with the data surfacing daily around CDL efficacy and equity. One cannot look at the COVID data alone. In public health, we must look at the impact of our policies on multiple community metrics: poverty, mental health and suicides, addiction and depression, and marginalized populations (of which my daughter is one). I would even mention ACEs, or adverse childhood experiences as an important consideration during this time.

2) The Ready Schools, Safe Learners guidance says:
Guidance (that) "will change and grow based on local trends and statewide data," and be "informed by engagement, evidence and expertise" (page 2) - We hope that your meetings this week will be true to this statement.

"Center Equity" is a Guiding Principle to 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. I can assure you from my experience the current models and yesterday's discussion lack commitment to this guiding principle.

In my experience, FAPE is being denied to my 8-year-old daughter in the third grade. If you think teachers are working hard to overcome CDL challenges, I invite you into my home. I have slept no more than four hours per night since the beginning of August as I navigate the gaps of this model for my daughter's learning. I'm buying and designing curriculum, training in-home aides and paying them more than we can afford to work with my daughter, while figuring out the peer interaction on a daily basis because the school is NOT. It can't. It isn't possible in CDL.

Mr. Gill, you suggested in yesterday's call that peer modeling and interaction was a mandated

aspect of the CDL model. However, when a child's disability precludes them from access in CDL, then no peer modeling exists. My daughter's IEP, a legally binding document, clearly states access to peers as an accommodation. Since when did the public school system gain permission to ignore ADA and accommodations designed to achieve FAPE?

3) We asked on the call yesterday why Oregon's metrics are among the strictest in the country, particularly in light of the shifts made recently by Washington and California, whose school districts are now restored to local control for local decision making to reopen. I point back to your guidance and the commitment you made to revisit the data as new information and studies shed light on all aspects of public health impacted by the virus as well as the response to the virus.

We hope the data that is coming out of Colorado, California, and other places where in-person learning is occuring will be considered as you revisit the metrics for BOTH reopening and staying open - what Mr. Gill referred to as stability. Once reopened, the local school districts should be able to retain control around staying open.

4) When asked why the economy is open but schools are not, Mr. Gill suggested that running into the store for 20 minutes is very different than being in a classroom for six hours per day.

-
    - Apart from the fact that many grocery visits (or shopping trips or medical visits, etc.) last significantly longer than 20 minutes, we also need to remember that a typical sit-down restaurant visit (unmasked) can be a couple hours, which is all that hybrid is right now. And, of course other commerce like being in a multi-hour plane flight within six-feet of strangers and breathing re-circulated air is completely allowed, but schools with masks and spacing and the same cohorts every day is not allowed.
    - While we'd like to go back to school full-time, in-person, we recognize the need for a phased approach. Therefore, we hope the conversation sticks to the facts. The hybrid model seeks to bring children in for 2.5 hours per day. There are many economic activities occurring now that are being done safely. To permit those while locking away our children on Zoom cameras is an injustice.

Again, we appreciate that you took considerable time on a weekend to speak with concerned families. We know these are difficult conversations with hard-to-find solutions. But logical, evidence-based practices exist and it is NOW time to put them in place to protect our vulnerable kids and teachers.

In CDL, the inequities are falling hardest on the most vulnerable: low-income, minorities, single parents, mothers, individuals with disabilities, impoverished families, and students who were already struggling to keep up.

The education of our children has been so needlessly politicized, starting from the top, and politicians appear to be relatively content with the status quo and entrenched in their political bunkers.

We have sent hundreds of emails to our leaders, pointing out recent, science-based, data-backed articles. We hope you are seeing these because the evidence is quickly mounting that the continued shuttering of our schools does not have a nexus to science, and is certainly not in the best interest of our children. The fear-mongering and hyperbole needs to stop. Our children, and their futures, are at stake.

Clack to School advocates for the CHOICE of a safe return to in-person learning for all students who so desire. In Oregon, many school districts started the year in CDL with no option for hybrid or other in-person learning. It is increasingly apparent that CDL as the only option is failing to

meet the needs of so many students, and other states are quickly reopening their public systems - with the exception of Oregon.

Thank you for beginning the conversation this weekend. We look forward to a week of renewed energy and advocacy on behalf of our children.

Proud advocate for three school-aged children,

Jennifer Dale

From:	prestonbabers@juno.com
To:	StateBoard Public Email
Cc:	patrick.allen@dhsoha.state.or.us; dean.e.sidelinger@dhsoha.state.or.us; john.larson@oregoned.org; colt.gill@state.or.us
Date:	Wednesday, October 14, 2020 12:15:18 PM

My heart aches for our school kids right now. My family was early adopters of mask wearing, long before it was a state mandate. We quarantined and lived very limited outside of our home in order to protect my at risk father. We did that March through now.

However, the purpose of this was to not overrun our hospitals, to make sure we had enough PPE for those who needed it, to put safety measures in place. All of these goals have been accomplished.

Now, my concern for our children is so great! The mental and emotional impact on our kids will be felt for years to come. I am not sure we can ever completely recover. Is ODE and State of Oregon prepared to help with the growing mental health crisis, child abuse and suicide rates for children who are isolated at home?

If we are going to continue to keep schools closed for safety, then ODE and the State of Oregon need to also evaluate and quantify safety in its entirety.

How is ODE ensuring that our kids are safe from abuse? (At least when they were in person someone was checking in on them regularly AND the child would feel safe for at least 7-8 hours a day)

How is ODE ensuring that our kids are safe from the impact of isolation? (Suicide is on the rise, based on depression from isolation being on the rise)

How is ODE ensuring that our kids are safe from screen time and addiction? (Many studies have been done about the negative impact of screen time and with kids being left unsupervised with electronic devices increasing their risk for addiction - pornography, technology addiction in general) And please note that the answer is not to limit screen teaching and put more on the kids and parents.

How is ODE ensuring that our kids are safe from poverty and racism? (distance learning is having a greater impact on women and minorities, due to leaving the workplace to help kids or specific demographics having less access to internet and/or support)

If closing schools was the only way to protect our children, how have private universities, e.g. Linfield, been able to open, have students live on campus, in shared rooms, and have in-person classes with very limited Covid-19 positive cases and no deaths? Clearly, it is possible to have students on campus and stay safe.

ODE and OHA you have kept our kids safe from Covid-19, but you have not kept them safe from anything else, you have only created larger issues that our kids may never recover from. Where will you be when our kids can't get into college at the

same rate because we can't compete with kids from states that allowed their kids to go to school? Where will you be when our kids are grieving the loss of another friend who commits suicide? Where will you be when our kids need mental health support at a higher level than ever? Where will you be to help pay bills for families where a parent had to quit their job to supervise on-line learning? Where will you be for children who are left home alone and unsupervised because some families have no other options? Can you still say "we did it to keep kids safe"?

Again, I have been a supporter of mask wearing, smaller gatherings, protecting our vulnerable population. Unfortunately, the ODE and State of Oregon has now made our children a vulnerable population for things far beyond Covid-19.

Thank you for taking time to consider the additional risks to our children by not being in school.

Jennifer Preston, Polk County resident

Top News - Sponsored By Newser

- **Woman Made 2nd Hoax Call About Black Birdwatcher**
- **End of Jeopardy! Match Even Stuns Alex Trebek**
- **He Was Obsessed With a Cold Case. Now He's the Suspect**

From: Jenn S
To: StateBoard Public Email
Subject: It is time to go back to school
Date: Wednesday, October 14, 2020 12:26:27 PM

Dear Oregon Department of Education Board Members,

The great thing about science is that we are always learning and refining our knowledge. What we thought we knew to be true may be proven false with new data. A new data about COVID-19 is published daily. It may be hard to choose which data to believe and which to discount. However, over 35 top scientists from around the world have studied the data and its effects on society and our economy. Their finding is that the cure is far more destructive than the disease.

https://www.infectioncontroltoday.com/view/great-barrington-declaration-covid-lockdowns-were-unnecessary

The metrics for which the state continues to be shut down are outdated. Other states are leaving the decision to hold in-person schooling to the counties and the school districts and not threatening their funding if they do decide to open.

The threat to our children is real. I am a parent of two middle-schoolers. They are highly intelligent and tested far above their peers on their last testing. During this lockdown, they have regressed. Their social skills have deteriorated. My daughter, who has ADHD, now has severe anxiety and rarely leaves the house. She received the necessary social supports during in-person learning that kept the anxiety at bay. She cannot get this through a computer screen. My son, who is on the spectrum (Asperger's) had made great strides this summer when he was able to be socialized with family while on vacation in Montana. He has regressed and his shutdowns have returned.

Not only am I a parent, but I am a high school teacher as well. I can tell you, as a teacher, this is not working. Engagement with teenagers is difficult enough, but trying to get highly distractable teens to focus and work virtually is not realistic. The damage these closures have on the psyche of these teenagers is

tremendous and needs to be mitigated.

I understand many students live with relatives that are in the high-risk category and that they will need the option to remain in Comprehensive Distance Learning. The emotional toll on them will remain and may increase. But, the benefit returning to in-person learning especially for the disadvantaged students far outweighs the risk to a few. It is time for the needs of the many to outweigh the needs of the few or the one.

Jennifer Stanislaw

"Ut Prosim"

503.730.1943
paramedicjen@hotmail.com

From:	Jill Kai
To:	StateBoard Public Email
Subject:	Easing metrics for K-2 in-person schooling
Date:	Wednesday, October 14, 2020 4:54:19 PM

To whom it may concern,

I am the mother of a kindergartener in Sherwood School District and I am very concerned about the quality of education for our younger children on the comprehensive distance learning model.

I understand that there is a meeting tomorrow for the State Board of Education. I hope during your meeting that you will be considering loosening up the metrics to allow our younger kids to return to school (K-2 grades).

While our teachers and school staff are doing the best they can, virtual learning is not effective at this age, and as you know early education is critical to the success of children. We should focus on opening schools safely for just these younger groups, with proper social distance, mask requirements, and very small class sizes. I understand that there are concerns about health and safety of staff, and more at-risk family members of students and staff - and I can appreciate the measures taken to keep everyone safe - but I fear that it is not sustainable, and the metrics to ever return are not attainable. I also fear that presumptive cases as we hit cold and flu season will tip the scales even further out of reach.

I hope that you will consider easing the metrics requirements, at least for the younger grade levels who benefit from in-person instruction the most, and focus efforts on training willing staff, and investing in safety measures/infrastructure so our youngest learners can get some much needed face-to-face (or mask-to-mask) time, even if it is just a couple days a week.

Thank you for your consideration,
Jill Kai, Sherwood, OR

From: John
To: StateBoard Public Email
Subject: Public Comment: CDL
Date: Wednesday, October 14, 2020 1:24:27 PM

Dear Oregon State School Board,

We understand that the decision was made to close Oregon schools in conjunction with the state health department. We were in favor of initially closing schools, in order to “flatten the curve.” It appears now that Oregon’s response is to keep schools closed until the disease is eradicated.

As parents, we are concerned that the education being provided via distance learning is increasing the inequities between students. At our PTO meeting last night, members shared watching daily zoom meetings where kids in first grade did not have their supplies ready, did not have adults at home able to help them be prepared for their class.

Our middle school has removed accelerated math classes, with the option for students to “learn independently” if they want to continue their advanced trajectory, noting that the current cohorts required prevent them from offering more differentiated classes. We’re not sure how this meets the state requirements: "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, or forecasting opportunities for the following school year based on performance during extended school closure" (ODE Extended School Closure Guidance, Spring 2020, pg 80). In fact, it seems that our local school has decided that all students who would have been in accelerated math courses will no longer be offered that course trajectory unless they complete it outside of school time.

The State Board of Education has time and again said how important they find the social and emotional health of Oregon’s students. Developmentally, middle and high school students should be to be developing peer relationships and separating from family. Extended CDL has resulted in our middle school daughter’s isolation from her friends. While they do maintain electronic communication and occasional distanced interactions, I would invite you to consider the emotional impact continued isolation is having on our students. Our daughter said yesterday, “There are no good days any more, every day has something wrong with it.”

As nurses, we have been working throughout the pandemic. We are considered “essential workers”. We still wonder why education is not considered an essential service, as children are required to be in school. We have confidence that the plans that were put in place by districts getting ready for hybrid models over the summer can be implemented. We have watched children be able to keep masks on for hours at a time. Please make changes to the state guidelines to allow students and teachers to return to school as soon as possible. Oregon has one of the lowest COVID-19 rates in the nation, per capita. Portland has the second-lowest COVID-19 rates of a major US city, per a recent study conducted by Seattle (https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.wweek.com%2Fnews%2F2020%2F10%2F06%2Fportland-has-the-nations-second-lowest-rate-of-covid-19-infection-study-says%2F&data=02%7C01%7CStateBoard.PublicEmail%40ode.state.or.us%7Cee09896700a34adee9e008d8707f2475%7Cb4f51418b26949a2935afa54bf584fc8%7C0%7C0%7C637383038665841666&sdata=EYaV4ymVHykuOHenzcpoBy4VV9grpoVMF8DKpE1%2BTlU%3D&reserved=0). While we commend efforts to get students back in the classrooms in smaller counties, please do not leave the metro area behind.

Thank you,
John and Jill Rector

From: Jonnie Whitcomb
To: StateBoard Public Email
Subject: Metrics are good enough to stay in
Date: Wednesday, October 14, 2020 7:30:51 PM

Hi! Our county met the metrics well enough to start schools and SOME schools started. Our county is meeting the metrics well enough to keep going to school. Please change the policies to allow us to start school in these counties that are doing this. We are punishing families and children because the board of a few people decided to wait longer than state guidelines required. Families were and are ready to follow the guidelines to stay in school.

Sent from my iPhone

From: Jonnie Whitcomb
To: StateBoard Public Email
Subject: I"m not qualified to teach my child
Date: Wednesday, October 14, 2020 7:33:51 PM

---

https://www.oregonteachingdegree.com/elementary%20school.html

I do not meet any of the Oregon requirements to reach elementary aged children. Why are you paying the teachers while I am teaching my kids. They are just facilitating at this point. Let me send my kid to the qualified teacher who will do a. Enter job.
Sent from my iPhone

From: Jonnie Whitcomb
To: StateBoard Public Email
Subject: Dr Conway said kids need to be in school
Date: Wednesday, October 14, 2020 7:36:09 PM

Dr Conway spoke to the bend lapine school board last night. He said that children who cannot read, write or know their numbers need to be in school. It's a high priority.
Please get our kids in school. Monday, October 19 is a perfectly good day to start. We will be ready.

Sent from my iPhone

From:	Jonnie Whitcomb
To:	StateBoard Public Email
Subject:	CDL isn"t doing enough for my child
Date:	Tuesday, October 13, 2020 11:38:08 AM

My first grader is missing out on structure, learning to focus, Learning to love to learn. He is lucky I am able to help with CDL but most students don't have a parent who can sit next to them for hours coaching and encouraging. I'm the one who has to hear the teachers instructions or he won't know what to do. CDL does not work for young children.
Please change the metrics and the policies to allow kids back in schools
Thank you
Jonnie

Sent from my iPhone

From:	Julie Bell
To:	StateBoard Public Email
Subject:	Return to school and sports
Date:	Monday, October 12, 2020 9:00:49 PM

To whom it may concern,

It is essential for the health and well-being of our students that the state's number one priority is getting all children back to school. They for their mental health, social skills, and their physical health need to play sports and have in person learning. Our state has been fortunate enough to have less cases then most, but yet our children are falling behind and the suicide rate is astronomical. Please do what is right for the children. It isn't fair that because I can't afford private school my kids can't have an education.

Sincerely,
Julie Bell (mother of 4)

From:	Kalpana Berman
To:	StateBoard Public Email
Subject:	School Re-Openings
Date:	Wednesday, October 14, 2020 9:51:40 PM

Hello,

As a working parent to two kids, I am writing to urge you to revisit the metrics imposed state wide that are preventing our schools from re-opening - particularly for those in the younger grades. Here's why:

1. There are countless articles discussing the low prevalence of covid among young kids and the low risk of them being main transmitters of the disease
3. There is shocking data in terms of how many women have dropped and will continue to drop from the workforce in order to take care of children
4. Pretty sure a school is safer than the "pods" that are springing up everywhere to help cope with the situation.
5. Finally, and most importantly kids are suffering -> their education, their mental health, their social skills, etc is being affected, and it's affecting those with low income even more.

In addition to the above, I'm not sure why schools would have state wide imposed metrics, but non essential businesses like bars and salons as well as university dorms remain open. The actions taken to impose a state wide re-opening on all private and public schools while not imposing the same metrics on other businesses that gather is strange if the goal is to stop the spread of diseases.

Why not let **each school** decide what they do while of course enforcing the previously stipulated guidelines (which schools spent countless hours working on) in terms of safety (masks, temperature checks, # of students limitations, distances, etc)? If we see a sizable impact to the numbers AFTER schools open, then by all means, please shut the schools, but please give them a chance.

Thank you for your consideration and your efforts. I know these decisions are not easy to make.

-Kalpana Berman

From: Kari Bennett
To: StateBoard Public Email
Subject: testimony/comment
Date: Tuesday, October 13, 2020 1:03:10 PM

---

1. Is the state working on alternative options for distance learning models?

-Young children, as well as the older, should not have to be in front of the computer for three and a half hours or more.

-It is NOT productive or beneficial for the students.

-Morning hours online are actually wasting time that we could be putting to better use.

2. If teachers are willing to teach In-Person and follow LCHA guidelines can you allow willing students to go back to the classroom?

3. What is the state's plan for Students who are falling behind dramatically?

- Will there be consequences for students who can't manage their schoolwork in the current CDL model?

-What will happen if the students cannot maintain 3.5 hours of instruction in front of the computer?

--

Kari Bennett
Matt Bennett Construction LLC
(503)580-3323

From:	karie jett
To:	StateBoard Public Email
Subject:	Time to open up the schools for in person learning
Date:	Wednesday, October 14, 2020 12:05:04 PM
Attachments:	ATT00001.png

Hello,
I am one of the many families that would like to see Oregon return to in-person learning. As evidenced by the facts of our state regarding Covid cases, Oregon is one of the lowest cases in the US, yet our schools remain closed?
It is essential that you consider the mental health of our children. In the past 2 weeks, we have had 3 teenagers in my area (that I know of) take their lives. Yes, teen suicide rates have been steadily increasing over the last few years, but my belief is that this isolation, lack of routine, take away of sports and activities, staring at a computer screen all day and everything else that is attached to distance learning is tipping the scale in favor of more teen anxiety and depression. A quote from my kids , "All the things that made school fun have been taken away from us"
In the last 8 months, my school district has had ZERO cases of kids either dying or having to be hospitalized from Covid yet kids have been killed in car crashes...should we take cars away from kids? No. We live with risk everyday. We wear seatbelts when driving as a safety precaution. We can wear masks in school as a safety precaution.
You can't be blind to the fact that some families are trying to re-create school to their best ability. There are countless learning PODS, places that parents can drop their kids off to do their distance learning, etc. I know of a neighbor that has 26 kids in her garage everyday. Bay Club is offering distance learning PODS. Myself along with 20 other families hired a teacher and an aid, rented a space and the kids have been going to "school" everyday for over a month, 5 days a week, 7.5 hours a day with zero cases of Covid. My point is, some people are working around the system with no covid cases. The downside is that we have to pay for these work arounds, in addition to our school taxes. And, what about those families that can't afford to do these sort of things? Aren't we further increasing the equality divide? I know it's been discussed, but I also need to mention that for some kids, school is where they go for a friendly face, a meal and refuge from their home environment.
I am not saying I want to force everyone to go back to the classroom, for those that would rather stay at home, give them that option. But, for those of us that would like to see our children return to the classroom, let it be an option.
Thank you.



Karie Jett

LICENSED OREGON BROKER

cell 971-344-0147
email karie.jett@exprealty.com
web www.kariejett.exprealty.com

KARIE JETT PROPERTIES

BROKERED BY eXp REALTY

Referrals are the biggest compliment you can give me!

IMPORTANT NOTICE: Never trust wiring instructions sent via email. Always independently confirm wiring instructions in person or via a telephone call to a trusted and verified phone number. Never wire money without double-checking that the wiring instructions are correct.

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information protected by law. Any unauthorized review, use or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

From:	Katie Dusschee
To:	StateBoard Public Email
Subject:	Public Comment: CHOICE
Date:	Wednesday, October 14, 2020 7:14:09 PM

Hello, I am writing today to ask that you please consider giving families the option for in person learning. The current metrics are simply unattainable. The longer our children remain in distance learning and out of the classroom is going to have damaging effects to their emotional, physical, and overall health. Especially academically. We should have the choice for either distance learning OR in person learning.

My son started kindergarten this fall. He goes to a smaller public charter school along with his 2 cousins, whom I watch 2 days a week. On those 2 days I'm juggling grades 3rd, 1st and kinder as well as their sister who can actually go to preschool. And a 1 year old baby. Their teachers are working their tails off and the kids are still falling behind. I fear that the kids are not at grade level. My sons kinder teacher is amazing and when we have google meet parent meetings with her I want to cry for her. She is under an unimaginable amount of stress. She wants the kids in the classroom. Trying to teach 24 kids how to read and write through a computer is not ok.

She let us parents know she's only able to get through about a THIRD of the work with the kids that she would normally be able to get through in the classroom. This kills me. How is this setting my son up for a great start to his education. He's a child who likes school, wants to learn. He's online with his teacher from 8am-11:50am. Asynchronous work 12:30pm-2pm. He's 6 years old and frustrated, my home is not school he says.

Please relax the metrics. We really will be OK.

Thank you,

Katie Dusschee

Sent from my iPhone

From:	Katy Fessler
To:	StateBoard Public Email
Subject:	distance learning concerns
Date:	Wednesday, October 14, 2020 3:13:07 PM

To Who it May Concern:

I really hope you truly are concerned about the kids…not the politics. We need our kids back in the classroom. My Junior in H.S. is pretty much treading water.

The Atlantic publication just released this article:
https://www.theatlantic.com/ideas/archive/2020/10/schools-arent-superspreaders/616669/?fbclid=IwAR1VXNs79fKXyl76bOi8u5M8MNvFCkeAmq2ctZZ07ilJ6hYUkDTbNFA4BD4

PLEASE read it. Studies are showing that schools are not super spreaders. Death rates remain extremely low, even as positive cases may rise. Oregon has one of the lowest positivity rates in the nation.

Please push back on the OHA and the governor's metrics. Enough is enough. We cannot afford to waste this school year.

Sincerely,

Katy Fessler
Woodburn
Silver Falls School District

From:	kehlamiller@gmail.com
To:	BROWN Governor; colt.gill@state.or.us; SEN Baertschiger; SEN Findley; SEN Beyer; SEN Boquist; SEN Burdick; SEN Courtney; SEN Dembrow; SEN Fagan; SEN Frederick; SEN Gelser; SEN Girod; SEN Golden; SEN Hansell; SEN Hass; SEN Heard; SEN Johnson; SEN Knopp; SEN Linthicum; SEN Manning; SEN MonnesAnderson; SEN Olsen; SEN Prozanski; SEN Riley; SEN Roblan; SEN SteinerHayward; SEN Taylor; SEN Thatcher; SEN Thomsen; SEN Wagner; SEN Boles; KCameron@co.marion.or.us; SABrentano@co.marion.or.us; cwillis@co.marion.or.us; JFRITZ@co.marion.or.us; REP Zika; REP Witt; REP Wilson; REP Williams; REP Wilde; REP Wallan; REP Stark; REP Sprenger; REP Sollman; REP SmithD; REP SmithWarner; REP Smith G; REP Schouten; REP Sanchez; REP Salinas; REP Reschke; REP Reardon; REP Rayfield; REP Prusak; REP Power; REP Post; REP Piluso; REP Owens; REP Nosse; REP Noble; REP Neron; REP Nearman; REP Nathanson; REP MooreGreen; REP Mitchell; REP Meek; REP McLain; REP McKeown; REP Marsh; REP Lively; REP Lewis; REP Leif; REP LawrenceSpence; REP Kotek; REP KenyGuyer; REP Holvey; REP Hernandez; REP Helt; REP Helm; REP Hayden; REP Gorsek; REP Gomberg; REP Fahey; REP Evans; REP Drazan; REP Doherty; REP Dexter; REP Clem; REP Bynum; REP BreeseIverson; REP BoshartDavis; REP Bonham; REP Barreto; REP Barker; REP AlonsoLeon; StateBoard Public Email
Subject:	REOPEN School
Date:	Wednesday, October 14, 2020 6:22:19 PM

To whom it concerns:

I, again, am writing in hopes of being heard and represented by our state representatives to get our students back into school.

The staggering data that shows how much harm the isolation (social, mental, emotional, physical) from the pandemic is causing our children is scary. Teachers, parents and students are pleading to get back into their classrooms!

My children (13, 7 & 5) were devastated after last nights phone call regarding distance learning being extended to February 1st. This is so incredibly unacceptable and infuriating! The fact that grocery stores, bars, restaurants, and porn shops for God sake are open, but yet our children are being used as political pawns! Our sweet, innocent, should be thriving youngsters are being held hostage from a precious education to prove or gain some sort of political stand.

So, I beg, for once in 2020 do something worthwhile and to prove you give a damn, REOPEN SCHOOLS!!

Regards,
Kehla Miller

Sent from my iPhone

From: Kelly Martin
To: StateBoard Public Email
Subject: School need to be opened
Date: Wednesday, October 14, 2020 6:29:19 PM

Dear School Board

I am imploring you to make metrics that are possible to have kids be able to have in person school.

Distance learning is not working for families and is making the disparities between children even more pronounced!

Without school, recess and sports childhood obesity is on the rise (which is a risk factor for COVID) and mental health is on the decline. According to OHA there have been 512 suicides to date in Oregon!

We can do better !

Kelly Martin

Sent from my iPhone

From:	Kerstan Ruffer
To:	BROWN Governor; colt.gill@state.or.us; StateBoard Public Email
Subject:	Open the schools and allow IN PERSON education to happen!!
Date:	Wednesday, October 14, 2020 2:11:08 PM

Dear Governor Brown and decision makers at the Oregon Department of Education,

I am imploring you to please please **please let our kids return to IN SCHOOL IN PERSON education** as soon as possible. Please change the metrics and let our kids return to IN PERSON learning. It is ABSOLUTELY possible to do this, and our kids can return to school safely. Please make this an option for all Oregon students. Failure to do so will continue to harm our kids, and our kids will continue to fall farther and farther and farther behind the rest of the country. Screen time is out of control, and the mental health of our students is paramount. Please allow our schools to open.

Oregon has one of the lowest COVID transmission rates yet the strictest metrics for kids to return to actual school. Our current situation has shown us that the pandemic will be here for a while and that we need to learn to live with this pandemic. ALL OTHER STATES have allowed their students to return to school and ALL OTHER STATES have learned to live with this pandemic... yet here in Oregon our students are still not allowed to return to school... and it's AWFUL FOR THEM. I'm good friends with people all over the country and I have personally spoken with friends and relatives in New England, the northeast, the south, the midwest, the southwest, and California. EVERYONE I have discussed this with is grateful that their kids have been in school either in some type of hybrid model or even FULL TIME!!! My twin sister's kid is going to school FULL TIME in San Francisco!! IN PERSON FULL TIME SCHOOL!!!

I find it absolutely infuriating that as we've all been living with the ongoing pandemic, we have made adjustments to lifestyles and situations so that we can continue with our lives yet schools have remain closed. Dance classes are open, gymnastics classes are happening, Taekwondo is happening (and my kid earned a Black Belt in person while wearing a mask... and goes to in person classes), horse shows are happening, club soccer and all sports are happening... AND restaurants, bars, and loads and loads of non essential businesses are open. One of my kids went and got her NAILS done recently. Her NAILS!! The other two got hair cuts a couple of weeks ago. HAIR CUTS!! Malls are open, Target and Walmart and indoor places with zero windows are open, and ALL SERVICES EVERYWHERE are open... EXCEPT for schools. I find this so so so SOOOOOO beyond disheartening that **the rest of the ENTIRE NATION is allowing kids to go to SCHOOL** and here in Oregon EVERYHTING IS OPEN... EXCEPT for schools.

Myself and loads and loads and LOADS OF OREGONIANS want in person learning to be an option for those who choose to take it. In our district, some

families have committed to one full year of online learning. The rest of us want the OPTION of a Hybrid plan that our district is ready to implement as soon as we're allowed to do so; truthfully we want full time in person learning right away. ALL OTHER STATES have allowed kids to return to at least half time actual school, and I don't want my kids here in Oregon to continue to fall behind educationally.

Please recognize that by NOT changing the metrics and by NOT allowing our kids to have in person school, you are continuing to harm them. Students are having an extraordinarily difficult time with the online learning, and bottom line is that Distance Learning is ineffective. Even kids who "seem to be OK" have long stares as they are in front of their screens quite literally ALL THE TIME. Our kids are falling farther and farther and farther behind EVERYONE ELSE in the nation. Please change the metrics and allow our kids to return to in person, actual school. We need to move forward, and we need to live with this pandemic. Our schools are ready to open up to in person learning, safety protocols will be followed, and our COVID numbers will not be affected by in person schooling.

Thank you very very much.

Sincerely,

Kerstan Ruffer
mom of 16 1/2 year old, 15 year old, and 12 year old

From: Kim Harroun
To: Kim Harroun
Subject: Give us the CHOICE.
Date: Wednesday, October 14, 2020 10:03:59 AM

Give us the CHOICE.

I'm a grandma who is trying to help my grandchildren get educated. I do this because their parents have to work in order to survive and they DONT have the option of staying home during school hours. One is in 5th grade and doing well. The other is in 2nd and we had to pull him out to homeschool. On-line learning DID NOT work for him. I don't think you all are thinking of all the kids who simply can't physically or mentally do distance learning OR the parents who have to work and have no one to help them. Yes, it is not easy to help a child with this but it is impossible for some parents to help at all. Some single working moms or dads CANNOT help their children and have no one else. What happens when their children cannot do it? They are counted out and left behind. That's not good enough for our kids. I don't really care how "hard" of a time the teachers might be having. They are adults, getting paid everyday. Some are able to work from home and teach while taking care of their own children. All the while, getting paid. My daughter and so many others don't get paid if they don't go to work. No paycheck=no rent or mortgage paid=evictions eventually. Is that good for the kids? No. There are teachers who want to go to work and there are students who NEED to go to school. Put them together.

- Kim

From:	Kim Harroun
To:	Kim Harroun
Subject:	10% of the enrollment have 3 or more (failing) F"s (out of 5 classes...
Date:	Wednesday, October 14, 2020 10:03:30 AM

10% of the enrollment have 3 or more (failing) F's (out of 5 classes).

33% of students have at least 1 “F grade”.

This isn't learning. This isn't school. This is horrible for all of our children. If you think there was a lack of learning equality for students before these lockdowns..... wait until they are over. The gap between kids is going to be incredibly hard to bridge going forward. KIDS ARE BEING LEFT BEHIND. This nonsense must stop now.

This is not just my district. This is happening ALL over these states that have continued to lock students out.

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: We have lost our freedom to choose in Oregon.
Date: Wednesday, October 14, 2020 10:03:08 AM

We have lost our freedom to choose in Oregon.

I am heartbroken for my daughters and all the kids who just want to have a childhood. This generation will never forgive us for allowing this to happen to them. For the parents instilling psychotic fear in their children and leading with an example of “stay home, stay safe” ...shame on you. It is October 2020...almost a year from when this first showed up in Wuhan. We know so much today about who is most at risk of complications and death. We have so many different treatments for those experiencing a wide range of symptoms. Thank God, less people are in the hospital then they once were and less people are dying per day. It is very sad that children are being used as pawns in an agenda to maintain control over our state and in-turn our futures and the futures of our children. They know that the negative effects on these kids academically, mentally, physically, and emotionally...yet we must “protect them from the virus...we must protect our teachers from the virus.” If people are vulnerable or live with someone who is then they should have an online option. If families want their kids in school and teachers want to teach in person then those kids should be allowed to return full time. In Many states that is what i happening...you can choose what’s best for you.
But in Oregon...we have lost our freedoms and ability to have choice. So, I’m not sure how else we proceed folks. We are at the will of the governor and her health advisors. She’s not going to listen to us...she hasn’t yet. These decisions by the state are short sided and don’t take into account long term effects of the thousands being unenrolled. I don’t know...it’s disheartening.

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: Things need to change TODAY.
Date: Wednesday, October 14, 2020 10:01:46 AM

Things need to change TODAY.

Not sure about other kids but I know mine is struggling a lot with the work being done on the computer. We are packing the drive and motivation to do the work. We get frustrated when we don't understand exactly how to do it. Sometimes it's difficult to tak to a teacher or do one on one zooms. My child is smart and capable of doing all of this, but I can see the depression and stress that the online learning is causing him and personally it's starting to piss me off.
Our kids deserve better and so do our teachers. We need in person learning and we needed it at the very beginning of the school year.
Us as adults can go to the store, restaurants, get our coffee, spend time with our friends, and much more. However, when it comes to our kids they are more limited. Seriously thinking about homeschooling and taking him out of school for the rest of the year.

Things need to change and they need to change today. #frustratedparent #getkidsbackinschool #listenupkatebrown #kidsarestrugglingwithdistancelearning

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: Happy 7 monthiversary.
Date: Wednesday, October 14, 2020 10:01:11 AM

Happy 7 monthiversary to the last time kids were able to be in school with their peers daily. All the adults keep arguing about whose facts to use, while children are used as pawns. As a society we have hit all new lows. Want to guess what 7 months feels like to kids? According to the ODE, our oldest 2 kids will be able to go to school when there are fewer than 10 cases per 100,000 people in Clackamas County. That is projected to happen...never. Restaurants, stores, hair and nail salons, bakeries, dispensaries, liquor stores, coffee shops, and demonstrators and rioters have all been given a higher priority than Oregon's children. That doesn't bother people?

- Kim

From: Kim Hannan
To: Kim Hannan
Subject: "It's becoming increasingly clear that school closings are not protecting...
Date: Wednesday, October 14, 2020 10:00:34 AM

"It's becoming increasingly clear that school closings are not protecting us from coronavirus spreads. They are instead a particularly awful form of coronavirus safety theater, one that will not only alter the life trajectories of millions of vulnerable people, but also set our nation on a path it could take decades to recover from — if it recovers at all.... We are not only not protecting our children but also destroying their futures — while telling ourselves we're acting in their best interests." https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.washingtonpost.com%2Fopinions%2F2020%2F10%2F08%2Ffits-past-time-schools-reopen%2F&data=04%7C01%7CStateBoard.PublicEmail%40ode.state.or.us%7Ceeebdfdb2fae9420440ce08d8f7062a8e%7C3d514fdb2694ba2935afa54bf5846cf8%7C0%7C0%7C637382916316722279%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=KD5eU9vN7qEqvNZvUYwL4xnIuBkV%2F%2BUhbq%2BtGxgsX8M%3D&reserved=0

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: CASINOS are OPEN.
Date: Wednesday, October 14, 2020 9:59:43 AM

Tonight I drove some middle school and high schoolers home from the coast. I couldn't help but point out to them the FULL parking lot at the casino and told them how in Oregon, it's ok to go to casinos but not for them to go to school. They were indignant and disgusted, as they should be! It's beyond words...

- Kim

From: Kim Hiersteiner
To: Kim Hiersteiner
Subject: Ignoring the cost to our children.
Date: Wednesday, October 14, 2020 9:59:07 AM

"One might argue, again, that any risk is too great, and that schools must be completely safe before local governments move to reopen them. But this approach ignores the enormous costs to children from closed schools. The children affected by school closures are disproportionately low-income students of color. Pediatricians have linked remote schooling to toxic stress."

https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.theatlantic.com%2Fideas%2Farchive%2F2020%2F10%2Fschools-arent-superspreaders%2F616609%2F&data=04%7C01%7CStateBoard.PublicEmail%40dde.state.or.us%7C90fa64a61a2143ce316b8d8706275 57%7Cb4f51418b26949a2935afa54bf584fc8%7C0%7C0%7C637382915466079472%7CUnknown%7CTWFpbGZsb3dfeyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=rT3zm%2BXNOHz3CiYMuaYXhsCY9n7kUM6QeCV%2FNojC4%3D&reserved=0

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: An email was sent out in Deschutes County: “The remainder of the day…
Date: Wednesday, October 14, 2020 12:50:48 PM

An email was sent out in Deschutes County: “The remainder of the day will be dedicated to flexible, independent work to ensure students have time to catch up on assignments, complete special projects, focus on practice for essential skills and have the opportunity to explore.”

Ummmm my second grader is already only getting 2 hours of instruction daily and now they’re taking away Wednesdays too?! What “special projects”? What “essential skills”?
and laughing out loud at “opportunity to explore” sounds like another bullshit excuse to teach the kids even less.

I’m not overwhelmed by the (little) amount of work my virttual student has. She’s not either. I honestly don’t think the teachers are either, they can’t be! What in the hell is going on with our school districts?!

- Kim

From:	Kim Harroun
To:	Kim Harroun
Subject:	I am a parent of a Kindergarten student and a 4th-grade student here...
Date:	Wednesday, October 14, 2020 12:31:38 PM

I am a parent of a Kindergarten student and a 4th-grade student here in Oregon. I know, as well as many parents, teachers, superintendents, and state officials that distance learning, as the only option for school, is not helping our children.

It especially is not helping our little children K-3. From the: "Oregon's Early Learning and Kindergarten" it states "We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead all children to be prepared for their individual futures. We believe that the children who have previously been described as “at risk,” “underperforming,” “underrepresented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We believe in access to high-quality early learning experiences and appropriate family engagement and support, recognizing that we need to provide services in a way that best meets the needs of our most diverse segment of the population. We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our children 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." Currently, none of the "Equity Beliefs" from Oregon's own "Early Learning and Kindergarten Guidelines" are being met with distancing learn, yes I am sure there are exceptions to the rule, but those exceptions should not be applied as the rule.

So for the sake of early childhood development, for the mental health, social health, and academic health of our children it is extremely important to get our children back to school with an in-person model with the option of 4-5 days a week for K-12, but especially for K-3. The state of Oregon has guidelines to open safely via the "Ready Schools, Safe Learners" found at the Oregon Health Authority to keep our teachers safe. If Costco, Starbucks, Dutch Brothers, Safeway, Fred Meyer, Fast Food, Nightclubs, and Strip Clubs are considered essential to open, then schools are definitely essential!

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: Setting our kids up to FAIL.
Date: Wednesday, October 14, 2020 12:30:52 PM

My kiddos classmates mom called the teacher to ask a question and was told that 80% of students are behind on work right now. After today what the teachers were saying to the kids... I believe it. They talked about “something special on Friday if you catch up” and having Thursday be a catch up day for work.

80% .... and it’s only been a month! Am I surprised? Not one bit. We are using the fuel K–12 program and it’s ridiculous. We were supposed to have boxes of materials sent to us. K–12 is so backed up. we don’t have them and don’t know when they’ll be here.

This is how school is going for my boys. They login to a live class to start their morning. The teacher reads a book about the theme of the month, ie respect. Then they go onto another live class where they’re with the whole third grade (about 60-70 students) and the teacher screen shares and points out which lesson they’ll go through on K–12 and reads the book to go with the ELA). They then say go do the lesson and there will be a help session available if you need it. What do the kids do? Go to the lesson and click on different buttons until they get the right answers. This goes on through out the day for math and writing and science. Screen share just to show what lesson they’ll go do. No instruction or teaching. They’re expecting K–12 to do all the work.

Kids. Do. Not. Learn. This. Way.

At least my kids don’t and they’re pretty lucky that I’m here to guide them and teach them through each lesson.

I’m sitting here thinking 80% people! It’s not going to get any better. Put them back in the classroom!

Ok. Rant over. I’m just so disappointed and discouraged.

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: Damaging to children.
Date: Wednesday, October 14, 2020 8:12:14 PM

The “Great Barrington Declaration,” a petition from over 3000 infectious disease experts and medical practitioners, encourages the governments of the world to abandon the current Covid protocols of social distancing, masks, and school and business closures in favor of spending resources protecting the elderly and those with comorbidities and letting the remainder of the population subject themselves to covid. They maintain that we have the medical treatments that render the disease relatively harmless for most of our population.

These experts maintain that our best shot at eradicating covid is the attainment of herd immunity. They say that the covid safety protocols are potentially more damaging than the disease.

I can attest to the damage done to children from the horrid state of “distance learning” in public schools. I was helping out a grandchild with this process while Mom was dealing with her two younger boys. The kindergartener was initially eager and excited to attend school. After two weeks of confusing and stressful attempts at distance learning, he told me “I’ve had enough of this!”

We were fortunate to be able to get him enrolled into a private school kindergarten. He is back to being excited about learning.

I feel sorry for the young parents who cannot afford the alternative of private education. Their kids are being screwed out of the education our taxes pay for.

All in the name of an ineffective attempt to “control” a virus that will run its natural course anyway.

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: Dear Oregon Leaders...
Date: Wednesday, October 14, 2020 5:06:02 PM

Dear Oregon Leaders,

Last night I sat fighting back tears as I read one Facebook post after the next from parents who are heartbroken and defeated after learning yesterday that Governor Brown has moved the goalpost yet again so that students will not be able to return to in-person learning until at least February. I'm apart of multiple FB groups comprised of thousands of moms and concerned parents/guardians. I heard stories of suicides, suicidal thoughts, deep depression and anxiety, poverty, abuse, students who have gone completely off the grid, anger and every other emotion you can imagine. Parents and many teachers feel absolutely helpless and have no control over their children's education, a right that is granted to us under the Oregon constitution. Families are having to choose between their jobs and being home to help their kids with school. They are facing impossible and unnecessary choices. Dr. Scott Atlas, a recent addition to the President's coronavirus task force, recently said that "extended lockdowns and closures are a luxury of the rich and privileged." He is absolutely correct. In a state where there is currently a lot of talk about the subject of 'privilege' the fact that OHA and ODE are making decisions in favor of the privileged who are able to adjust their schedules to allow for distance learning is absurd. Additionally, even those of us who are able to be home with our kids are discovering the extremely negative impact on their physical and emotional well-being.

The metrics that have been established by OHA are completely unrealistic and unattainable. Covid-19 is here to stay and we cannot continue to do this indefinitely. Governor Brown and her team are ignoring the recommendations of the CDC, the American Academy of Pediatrics and the World Health Organization. They have their own 'science' that they claim is informing their decisions but none of it is supported by actual science and data.

The mandates and measures essentially lead me to believe that our Oregon government is 'trading lives'. They have decided that the lives of those who 'might' get the virus and are in a higher risk category are more important than everyone else's lives. And with a 99% survival rate across almost all demographics up through the age of 50, it is unconscionable that students are paying the highest price of all. Washington state schools are opening and their restrictions fall under the category of 'guidelines' instead of mandates. Even NYC is going back to in-person learning all the way through high school. All around the world schools are reopened and managing to stay open because they realize just how vital it is not only for students and parents but also for entire cities. The number of cases her in Oregon does not justify the extended closures in any way, shape or form. In fact, we shouldn't even be talking about cases. It was also supposed to be about keeping our hospitals from being overwhelmed and they never have been.

What we need now are some heroes. I am aware of the fact that the Republicans are in the minority. It's something that I am constantly reminded of by our representatives anytime I ask for help or question why nothing is being done. And while that is true, it doesn't mean that the Republicans in the house and senate are simply seat-fillers. I've sent many emails and letters to representatives and have only ever heard back from two members of the Republican party. I'm calling on all of you to get louder. We should be hearing our representatives demanding that schools reopen. We should be hearing you on the Lars Larson show and on FOX news and calling into Rush Limbaugh. We should see press conferences in front of the capital with all of our representatives calling for schools to reopen. We should see press releases and posts on the Senate Facebook page. Families are in desperate need of a voice and we rely on our representatives to actually represent us. The Republican party will never be in the majority if citizens don't see an effort to go to bat on our behalf. You did that when it came to Cap & Trade and now it's time to do that for our students. Two representatives in CA are currently going to court with Governor Newsom and there are many other options that can be pursued to let Governor Brown know that she cannot continue in her tyrannical ways.

I'm asking you on behalf of the thousands of moms and teachers I saw last night pouring their hearts out in grief and pain to PLEASE do something!

Thank you,
Kim Harroun

Practice Administrator, Mom, Voter

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: Pediatricians and public health experts prediction.
Date: Wednesday, October 14, 2020 5:06:53 PM

Pediatricians and public health experts predict a potentially dramatic increase in childhood obesity this year as months of pandemic eating, closed schools, stalled sports and public space restrictions extend indefinitely.

https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.statesmanjournal.com%2Fstory%2Fnews%2Fhealth%2F2020%2F10%2F14%2Fchildrens-obesity-study-covid-fuels-eating-disorders-family-stress%2F5921953002%2F%3Fcid%3Dfacebook_Statesman_Journal%26fbclid%3DIwAR1gVfmt9Zej2SBNvHn84TtpSI-5cPLU2kyoIf2KFymicdB-DLeekpSQqA0&data=02%7C01%7CStateBoard.PublicEmail%40ode.state.or.us%7Cffad989d163d4ee937b808d8709e37b6%7Cb4f51418b26949a2935afa54bf584fc8%7C0%7C0%7C637383172127512675&sdata=2ZndZ9ME%2F53NHjvpKOzwS3D8FrSMYKhU9l3oG6vapn8%3D&reserved=0

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: What we need now are some heroes.
Date: Wednesday, October 14, 2020 5:08:47 PM

What we need now are some heroes. I am aware of the fact that the Republicans are in the minority. It's something that I am constantly reminded of by our representatives anytime I ask for help or question why nothing is being done. And while that is true, it doesn't mean that the Republicans in the house and senate are simply seat-fillers. I've sent many emails and letters to representatives and have only ever heard back from two members of the Republican party. I'm calling on all of you to get louder. We should be hearing our representatives demanding that schools reopen. We should be hearing you on the Lars Larson show and on FOX news and calling into Rush Limbaugh. We should see press conferences in front of the capital with all of our representatives calling for schools to reopen. We should see press releases and posts on the Senate Facebook page. Families are in desperate need of a voice and we rely on our representatives to actually represent us. The Republican party will never be in the majority if citizens don't see an effort to go to bat on our behalf. You did that when it came to Cap & Trade and now it's time to do that for our students. Two representatives in CA are currently going to court with Governor Newsom and there are many other options that can be pursued to let Governor Brown know that she cannot continue in her tyrannical ways.

I'm asking you on behalf of the thousands of moms and teachers I saw last night pouring their hearts out in grief and pain to PLEASE do something!

Thank you,
Kim Harroun
Practice Administrator, Mom, Voter

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: Comprehensive distance learning is not working for many families...
Date: Wednesday, October 14, 2020 7:11:46 PM

Comprehensive distance learning is not working for many families mine included. It is especially difficult for students who have disabilities, single parent families, hourly waged worker families who do not have the option to work from home, and our youngest most educationally vulnerable learners.

Equity has died.
FAPE (FREE APPROPRIATE PUBLIC EDUCATION) has died.
Child find has died.
Learning has died.

I cannot phantom meetings this summer and fall between policy makers and educators and no one raised tough questions about equity, FAPE, IEP goals, accommodations, and equal access. But apparently that's what happened.

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: Damaging to children.
Date: Wednesday, October 14, 2020 8:12:14 PM

The “Great Barrington Declaration,” a petition from over 3000 infectious disease experts and medical practitioners, encourages the governments of the world to abandon the current Covid protocols of social distancing, masks, and school and business closures in favor of spending resources protecting the elderly and those with comorbidities and letting the remainder of the population subject themselves to covid. They maintain that we have the medical treatments that render the disease relatively harmless for most of our population.

These experts maintain that our best shot at eradicating covid is the attainment of herd immunity. They say that the covid safety protocols are potentially more damaging than the disease.

I can attest to the damage done to children from the horrid state of “distance learning” in public schools. I was helping out a grandchild with this process while Mom was dealing with her two younger boys. The kindergartener was initially eager and excited to attend school. After two weeks of confusing and stressful attempts at distance learning, he told me “I’ve had enough of this!”

We were fortunate to be able to get him enrolled into a private school kindergarten. He is back to being excited about learning.

I feel sorry for the young parents who cannot afford the alternative of private education. Their kids are being screwed out of the education our taxes pay for.

All in the name of an ineffective attempt to “control” a virus that will run its natural course anyway.

- Kim

From: Kristine Solomon
To: StateBoard Public Email
Subject: Please help !
Date: Wednesday, October 14, 2020 11:24:09 PM

To whom that will listen with action ,
I am a parent of four kids . I am writing this email as a concerned parent . All of my thoughts and opinions are my own . I do not act on , behalf of any organization. All of my kids are struggling with distance learning. They are making it work daily. I am teaching them to push thru barriers and do what needs to be done . It is hard , my kids have many crying sessions over the week , they are frustrated . I am frustrated for them .
Our District has rose to the occasion and within the guidelines is working with our families . The educators of our school District are wonderful , caring people . They have a passion and a drive to deliver the best education that distance learning allows . I have seen and heard them do great and work to teach kids virtually .

I know that Covid 19 is dangerous and that without restrictions , it can be deadly for some . There are other concerns also . My 6 year old twins were kindergartners last year . Their first year of school started with school to be closed and a gross approach to distance learning . These years are the foundation for their education. My kids want to go to college , that want to be successful . My concern is that if school is starting with so many obstacles , is this shaping their opinion of education .
My 16 year old niece went from loving school , varsity cheer leader to someone that doesn't enjoy school and is doing what she can to keep her grades up . She also wants to go to college and has to push herself past her feelings to get a good grade . She used to love getting up ,attending classes , seeing friends and finishing her day with cheer practice or games .
My oldest son struggles with focus and is on a IEP . Sitting in front of a computer for 6 calls a day is not education . He requires in -person one on one education in addition to a classroom for social and learning .

I in trust my kids to our school system and have confidence , in their ability to reach my kids , on a level that I can not . I know they can teach kids how to wear masks at school . I know they can teach kids how to wash hands at school . I know that they can teach kids to social distance . My question is why don't you believe that . By not allowing kids the chance at a in-person education . You are saying to me that you do not have confidence that our educators can keep our kids safe and do these simple tasks .
Mental health to me and my family is just as important as physical health . Right now our mental health is being traded without our permission for a chance that we or someone we know may get sick . Me and my family are not okay with that.
I am also concerned that myself and others have had to go out on leave to perform school with our children . We have educators willing and most of them wanting to do this in person . If school continues to be distance leaning into the Spring . Many parents and myself may have to quit or jobs . This causing more issues for our families and our economy .

The reality is Covid 19 is real and can be transmitted anywhere . My kids can go to the grocery store with 400 strangers and that is okay . My kids can got to church and that is okay . My kids can go to a mall and that is okay . Why can my kids not go to school ?

I am asking that this email be read by the many people that make decisions for my kids and all kids in Oregon . I know that this is a partnership with our State Government and you the

school board . Our kids deserve to be given a chance . Our educators deserve the chance to teach our kids these new life lessons . I believe in the Educators that teach reading math and other subjects . I believe they can teach kids how to be safe , in a classroom .Thank you for your time !
Concerned parent of Katelyn , Jonathan , Annabella and Gabriel .

From: Laney Cordle
To: StateBoard Public Email
Subject: Public Comment: History Standards and Assessment
Date: Wednesday, October 14, 2020 9:35:01 PM

Dear Oregon Board of Education Members,

My name is Laney Cordle, and I attended two Oregon school districts during my school career. I was in the Lebanon School District for eight years, and graduated from the Scio School District in 2019. As I am now in my third semester of college courses, I am discovering that my education was severely lacking in providing knowledge regarding social studies and civics. I graduated with a GPA above 4.0 so it's not from a lack of trying, but there are many important parts of the country's history that I don't know about. I did not know about the United State's involvement in immigration, and I was only taught the very basics of slavery and the Civil Rights Movement, as well as many other topics. The standards in place now are very vague and limited, and how students' knowledge is assessed is too optional.

In one of my courses we have a new discussion each week with our peers, the topic of the first month was immigration, and the second is about racial issues. Almost every week my peers and I, who mostly received a public school education in Oregon, write about how shocked we are to find out this new information and that we weren't taught it in school before. For example, we all knew that immigrants usually leave their countries because of violence or poverty, but most of us had no idea how those countries came to be that way. In each of the Northern Triangle countries where a huge number of immigrants come from, their problems stem directly from US involvement. Additionally, we are currently talking about how Black Americans were treated post-emancipation in regards to lynchings and a racist housing system. While each of us remember very briefly hearing about lynchings and their impact, we didn't know what it really was and how big of an impact it had. We had never heard about redlining and housing riots. People are feeling like their education has failed them because they had to go to college and take a specific class to learn these things, while everyone else that doesn't go to college or doesn't take a class that teaches this may never know about it.

With all of the problems that we face today it can be hard to figure out a way to improve them, but I think we could do just that for many issues if our education about our history was not glossed over and was more inclusive. We learn of the Holocaust in great detail in the US and I was taught about the Rwandan genocide of the Tutsi for weeks, but the bad things that have happened on our own soil and by our own people is sugar coated or disregarded. The Japanese internment camps here were barely talked about in comparison to concentration camps in Germany. If people aren't taught about our history and how it is affecting the current world that we live in, people can't make their own informed decisions. The way that people think and how they live their lives are extremely influenced by their knowledge of the past and how educated they are about the current state of the world, so when some parts of our history are taught and some aren't, then people's decisions and opinions are skewed. It has come up many times in discussions with my peers that we wonder what the country would be like if people were less ignorant to our history and what role it plays today. Students are often told that we have to learn about history so that it doesn't repeat itself, and that we need to learn from our mistakes. How can we learn from our mistakes if we don't even know about them? Oregon schools need more specific and inclusive history standards and an assessment to ensure that students know about our history.

Thank you,
Laney Cordle

From:	Larry Dickinson
To:	StateBoard Public Email
Cc:	Michelle Dickinson; Larry Dickinson
Subject:	Ore SB, family of 8 in Hillsboro
Date:	Tuesday, October 13, 2020 10:01:49 PM

Oregon School Board,

I am dad try to keep my 5 children that go to HSD schools and students I mentored as a volunteer High school waterpolo coach and elementary and middle school chess coach motivated, and mentally healthy.

I know opening schools is not easy but these are individual children that are suffering, many are depressed and some we will lose to suicide during this time, and would have been caught otherwise.

Also I love the teachers and the longer you stay closed the more families will leave public schools, and many will not come back, as you lose thier trust. We then will start laying off teachers.

Please do everything you can to open asap, this is no way to do kindergarten, it's a joke, and teaching children to read with 30 kids 1-3rd grade, many of the students are already checking out mentally in middle and high school as this is not fun, they are not challenged.

Thanks Larry Dickinson
Hillsboro
503-914-8841

From:	3 Peaks Nutrition
To:	StateBoard Public Email
Subject:	Public Comment: CDL Is Not Working
Date:	Tuesday, October 13, 2020 12:31:39 PM

Dear Oregon School Board Members,

Good Afternoon. I'm a working mom who also owns a small business. I am in crisis. I am recovering from surgery and can not fully take care of myself because now I am also supervising a kindergartener and a 3rd grader. I understand safety concerns, but the schools do, in fact, need to open. We now know that as long as masks are worn, the virus will not spread, Further, our community is not set up to teach our children at home. I can say with confidence that my Kindergartener is not learning the fundamental skills he should be learning by watching a computer screen. By not opening, you are risking children being placed in unsafe circumstances. I work in the medical field and have not missed a single day of work because of the pandemic. You are creating this crisis. You are creating such stressful environments that we risk losing something much greater than contracting a virus. Our well-being and mental health is at stake. Please. Reconsider opening. At least for K-3. My children need your educators. Your mentors. Your leaders. You have a wonderful staff that we have all taken for granted. Please. Give us the opportunity to place our children in masks. To practice social distancing. To learn from each-other for the greater good of an entire generation and of our future. I ask with the utmost respect. Please. Open the doors. A community can only withstand so much before it crumbles.

--
In Health,

Laura A. Boehm, MHSc, RDN, LD
3 Peaks Nutrition
541.639.2004
541.981.5195 Fax
www.3peaksnutrition.com



CONFIDENTIALITY NOTICE: If you have received this e-mail in error, please immediately notify the sender by e-mail at the address shown. This e-mail transmission may contain confidential information. This information is intended only for the use of the individual(s) or entity for which it is intended, even if addressed incorrectly. Please delete it from your files if you are not the intended recipient.

From: laura miller
To: StateBoard Public Email
Subject: Please open the schools
Date: Wednesday, October 14, 2020 12:04:51 PM

Please open up the schools. My sons are in misery with zoom school. It’s not working. Let parents have a choice. We are days away from just taking them out to homeschool. Please listen to us!! We are begging you. Praying for your ears and eyes to be opened so you all see what is truly going on.

Praying for a miracle,
Laura Miller

Sent from my iPhone

From: Leann McCormick
To: StateBoard Public Email
Subject: Distance learning
Date: Wednesday, October 14, 2020 3:17:37 PM

This model is not working. We have teachers doing more one on one calls because more students are failing than passing their classes. Students are beyond frustrated and parents are as well. Our kids deserve better, Oregon deserves better.
The toll this is taking on mental health has to be weighed against the potential risk of physical health. For 98% of people this virus is not an issue. We have got to figure out how to get back to real life ASAP. We have had 4 teenage suicides in our town since March. Coincidence? I think not. I firmly believe it is a result of schools being closed!
I am begging you with every fiber of my being... find a way. The next generation is on the verge being lost if you don't.

My son is depressed, not learning and not able to participate in all the things his senior is supposed to bring him. This will hurt his college prospects due to no sports and frankly disenchant him with college at all. Online/distance learning is not cutting it.
Please...

~ Leann ~

From: Linda Rawlins
To: StateBoard Public Email
Subject: Open our schools
Date: Tuesday, October 13, 2020 5:22:14 AM

Hi,

I am an elementary educator and a mother of a high school senior and the children around me are in crisis!
My otherwise very motivated son is loosing interest in school and it couldn't come at a worse time as he is set to graduate next spring and should be experiencing all that senior year has to offer including college fairs, career center support and sports. Instead he is staring at a screen all day by himself and he is depressed and bored and has to be proded and coxed to finish his work. Sometimes he does and sometimes he doesn't understand and won't finish. He should be experiencing the most exciting year of his life and planning his future but he is NOT!
I also see the special education kids I am able to work with for scant 2 hours a day at my elementary school slowly regressing and suffering from anxiety and absolutely unable to manage CDL. Yesterday I witnessed a 4th grader have a complete anxiety attack in front of my very eyes while trying to learn math online. It was heartbreaking and pathetic. After 2 miserable hours I sent him off with a cold lunch which will probably be his only decent meal for the day.
Shame on you for doing this to our children!! This is on YOU!!! I only hope you will follow the lead of most other states and let our kids go back to school where they belong.

Sincerely
Linda
Redmond

Sent from my iPhone

From: Lindsay Lyon Haggard
To: StateBoard Public Email
Subject: CDL is not enough: A teacher"s plea to reopen schools
Date: Monday, October 12, 2020 9:22:07 PM

---

12 October 2020

Dear School Board:

My name is Lindsay Lyon and I am a high school teacher in Bend-La Pine school district. I am proud to work at my school and respect my colleagues and principal for the hard work we are doing to develop student relationships with students online, create and facilitate rigorous academic content, and give timely and meaningful feedback. We are doing some exciting work and helping each work through challenges while still staying positive. We are spending countless hours studying the most current research on how to best serve our students through distance learning. I am doing my very best to return student and parent emails almost immediately as they arrive in my inbox so that they know I am real and care.

It is not enough.

I am ready to be in person with students. They need more than we can give them on a screen. They deserve more. Why are we denying the least at-risk population what they deserve most? The evidence is now in--please read the studies that are pouring in and look at the states who have reopened schools. Look to Europe and so many other countries who are not letting the kids be the victims of either strange political times or extreme fear.

I am a teacher and am not scared to teach in person. I am shocked that we have continued to allow this to go for so long and allow all other industries to reopen besides schools. What could possibly be more essential than schools? I would ask that we go back all in immediately and start to make up for precious lost time. Give teachers a choice to teach in person and maybe you will be surprised! Give parents a choice since they already have CDL. Let the kids go back to school. Let's choose to look forward boldly and grow instead of stalling in perpetual fear. The virus is not going anywhere, but we now know what it does and how to manage it. Those who need to stay home can do so. But those who NEED to go to school should have the choice.

Enough is enough. It is time to push back on the metrics and reopen our schools. I am ready to meet my students face to face. Please give us a choice.

Respectfully,
Lindsay Lyon

From:	lrclark84
To:	colt.gill@state.or.us; HOWARD Kimberly - STBD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; COLONNA Jerome - STBRD; SCURLOCK Jennifer - STBRD; VELIZ Anthony - STBRD; SIEGEL Marc - ODE; ODE Frontdesk; Betsy.devos@ed.gov; caroline.skidmore@schoolboard.bend.k12.or.us; Julie.Craig@schoolboard.bend.k12.or.us; Shimiko.Montgomery@schoolboard.bend.k12.or.us; Stuart.Young@schoolboard.bend.k12.or.us; Amy.Tatom@schoolboard.bend.k12.or.us; Melissa.BarnesDholakia@schoolboard.bend.k12.or.us; Carrie.Douglass@schoolboard.bend.k12.or.us; john.larson@oregoned.org
Subject:	School Closures
Date:	Tuesday, October 13, 2020 5:50:03 PM

An article that should be of interest to you: https://www.ksbw.com/article/second-wave-of-mental-health-devastation-due-to-covid-19-is-imminent-experts-say/34363974

COVID-19 is, for the most part, killing the old and infirm or people with pre-existing conditions. Many of whom would have likely died soon anyway. 80% of COVID deaths are people over 65. https://www.kff.org/coronavirus-covid-19/press-release/8-in-10-people-who-have-died-of-covid-19-were-age-65-or-older-but-the-share-varies-by-state/

You are closing schools and worsening the mental, and possibly the physical health, of people who have their whole lives ahead of them to try and save people who would likely died within a year or two anyway.

From:	Joseph Sharon
To:	StateBoard Public Email
Subject:	PUBLIC COMMENT
Date:	Wednesday, October 14, 2020 11:45:15 AM

Schools are essential! Please give us the option at least to have our kids in the classroom!

The mental aspect of this all is going to be far more damaging. We don't know the future damage that this will cause, but it is already causing tremendous amounts currently.

Kids need to be social. And not through a screen. Kids need to associate with others and work alongside with others in their classrooms. Kids need to have opportunities to participate in sports. Don't take away these things they've been working years on. Kids who have been waiting to shine their senior year of high school only for it to be put to a halt and told sorry you can't do what you love and do what you've been working so hard to achieve. Or to have that chance taken away completely. This is so heartbreaking! Many, many more life lessons are learned through participating in sports. Let them play!

Kids need choir, band, music and art. These can't be done through a screen. Kids need PE, recess, to be able to talk with your friends. They need to run around playing football on the playground or walking the halls of the schools. They need that interaction only received from being at the school. Many classes are only hands on and cannot be properly done through a screen. Let the kids be in the classrooms.

Kids don't need to sit staring at a screen hours on end. Aren't these actually guidelines we're told in our well child visits at the doctor's office?? I've been asked each year at these visits "how many hours a day is your child on a screen". Again damaging effects that this is causing.

Give our kids the opportunity to live and and not live their lives stuck staring at a screen sitting alone in their rooms all day. Let them be among classmates, their teachers and in the classroom learning and thriving. Let them be on the ball fields, the track, in the gymnasium and in the lunch rooms. Again the mental aspect of this all is going to be far more damaging.

Liz Sharon

From: Clint Lori Spencer
To: StateBoard Public Email
Subject: Students need to go back to school
Date: Wednesday, October 14, 2020 9:26:28 PM

Hello,

I am writing to try to communicate my frustration and disappointment with how this school year is going for my high school senior. Beyond missing all the fun things seniors normally look forward to as a culmination of twelve years of hard work and anticipation, he is missing out on a quality education and final preparation for life after high school. I do not mean to criticize our teachers; virtual learning is not an adequate substitution for in person teaching.

My son is struggling with the format of distance education. He misses the interaction with students and between students and the teacher. He is feeling discouraged over his difficulty in understanding. His mental health is suffering due to lack of interaction with peers.

His senior year was supposed to be filled with opportunities to fine tune his plans for the future. Job shadows, internships and college visits are either nonexistent or virtual. The future of sports is uncertain. School clubs are cancelled.

I implore you to allow students, whose parents approve, to return to the classrooms! The risk of Covid-19 complications or death is extremely low for children. I have heard that the youngest students will be allowed to return first. While that may make sense from a standpoint of older students more easily working from home on a computer than younger students, I believe the middle and high school students are suffering just as much. Teachers and students at the high school level can easily wear masks and maintain social distancing during instruction, especially with an A and B schedule where half of the students are in the building at a time. The teachers can speak from behind plastic shields. Surely adequate precautions can be developed.

Thank you for your time and consideration,

Lori Spencer
Hermiston, OR

From:	maia barnes
To:	StateBoard Public Email
Subject:	Schools reopening and a plea from a former teacher
Date:	Wednesday, October 14, 2020 9:25:11 PM

To whom it may concern;

These last few weeks of attempting to distance teach my children have been difficult in many ways.
From having a child in kindergarten who tries to leave his "live" teaching daily .... a second grader who also needs my constant help and a fourth grade child who is trying her best and seems to be getting some learning done I will tell you we are giving it through October and we will reassess and pull from our local school which breaks our heart.

Our teachers are working so hard and feeling as though students aren't even learning from this form is teaching.
I taught kindergarten and first grade in the Woodburn school district for seven years before staying home with my own kids. I just began subbing and when covid hit we did our best at helping our friends however we could.

I implore you to revisit the metrics that you have put in place. My family is helping out a single mother who's working multiple jobs to make ends meet.
We are helping her do her distance learning and what saddens me greatly is so many children who aren't even doing school because they have no one.

Today I started crying after my second graders live meeting because she was so sad that her teacher didn't know she was there.
We figured out later somehow we were in the call and her teacher could not see her or hear her. The sadness and emotional trauma this caused to her and I today in her math lesson is something we will work through the rest of this week .

Small seemingly insignificant things like what we experienced are sadly going to continue to happen and if we cannot open our schools like every other state in our country then I am saddened at the hundreds and thousands of families and students who will leave the public school system what that will do to families.

All of my students' teachers want to be in the classroom and the fears of having a loss of teachers I am here to say I interviewed multiple times this spring! I am a willing teacher who speaks Spanish and is reading and ESOL endorsed.

If I am struggling with my own three children to make distance learning work and have my own curriculum waiting to be ordered ... then how on earth are families with two working parents or like my friend Angela... how are they making it work?!

Please reconsider and let's open safely and stop the sacrifice of our children's lives and education and emotional stability.

Thank you for your time and consideration.

Maia Barnes
Mother and teacher to an almost 10 year old, 7 year old and 5 year old

** I have attached some reading and science for you about how covid has not been spread through daycares open during this entire time.

https://pediatrics.aappublications.org/content/pediatrics/early/2020/10/12/peds.2020-031971.full.pdf

--
MAIA BARNES

From:	Melinda Burpo
To:	StateBoard Public Email
Subject:	Imperative to reopen schools
Date:	Wednesday, October 14, 2020 10:33:21 PM

Dear ODE,

I strongly request that you reconsider the metrics around re-opening schools in Oregon.

While I'm gravely concerned for my fifth and ninth grader who are experiencing shortened class times and altered curriculums in the Beaverton School District, I know it pales in comparison to the suffering experienced by those less privileged, including minority and special education students.

Why do we have to sit by and watch family and friends in other states, including those hardest hit like Florida, Texas and California have their kids go back full time while ours sit at home all year w/o even the opportunity for hybrid learning? Even our highest count ever today pales in comparison to the numbers in these high-risk states. It's maddening.

Teachers are essentials workers, just as those who work in grocery stores, hospitals, etc. They provide a vital and critical service to our society. We are a family of four. We are young, healthy, and have near zero interaction with anyone considered an "at risk" population for COVID. I monitor the daily Oregon statistics and I'm no more concerned about the risk to me and my children than I am getting in a car each day. In fact, I would guess that getting in a car brings much higher risk. As far as those teachers who are at high risk themselves or live in such an environment, absolutely - please make exceptions. Otherwise, they should be back in school teaching our children.

Aside from gravely impacting the many "at risk" children, even those who are fortunate will be at a disadvantage in competing for college placement against those who have not lost in-person school time. Oregon already lags far enough behind the national average in graduation statistics. Please don't make this worse.

You must reconsider the full impact of your decisions. Please reconsider.

Thank you,
Melinda Burpo

From: MICHAEL Hebda
To: GILL Colt - ODE; StateBoard Public Email
Subject: RE: Oregon Schools need to be open for full 5 day in person instruction for all grades immediately
Date: Wednesday, October 14, 2020 3:21:16 PM

You are not giving those of us who care about our children's education a choice with these ridiculous metrics and restrictions. We should have the option for in person education. People who want an online option have that so their opinions should not be part of this discussion, their needs have been met. Metrics need to be adjusted so that everyone can do what is best for their kids. Other states with much higher infection rates have their kids in school, why can't Oregon? My niece in Indiana was even able to participate in a musical play at her high school with an audience. Covid is not going away. Case counts are meaningless and should not be part of the metrics in any manner. Very few if anybody under 70 will have significant impacts even if they are exposed. Let people determine what is best for their families. How long are we going to make our kids suffer with a sub-standard education? Please change the metrics and get the schools open right away to save our children.

Michael and Rebecca Hebda

> On 10/04/2020 10:49 AM GILL Colt - ODE <colt.gill@ode.state.or.us> wrote:
>
> Dear Mr. Hebda,
>
> Thank you for writing. I am trying to keep up with email, but the sheer number of messages does not allow me enough time to answer all messages personally.
>
> Some messages, like yours, make a strong plea for relaxing the metrics and brining more students back into school. Others argue just as vehemently that we are sending our students and staff back to school too early and putting our communities at greater risk as we see COVID-19 rates on the rise again across Oregon.
>
> Oregon's current metrics have some schools fully open to in-person instruction in some counties, have K-3 operating in-person in 20 counties, and have Limited In-Person Instruction available across all counties in the state. Past studies as well as one released last week by the National Centers for Disease Control and Prevention (CDC) show, "Children aged <10 years can transmit SARS-CoV-2 in school settings, but less is known about COVID-19 incidence, characteristics, and health outcomes among school-aged children (aged 5–17 years) with COVID-19." This report also showed that COVID-19 rates among children aged 12–17 years was approximately twice that in children aged 5–11 years.
>
> Oregon's metrics were written in August and will be reviewed again in October after a review of data from Oregon schools, other states, research, and guidance from the federal level. The CDC came out with guidance for when to open to in-person instruction on September 15, Oregon's metrics align with these metrics.
>
> Right now there are only four states that order all schools to provide in-person instruction. Other states offer metric requirements or guidance like Oregon. I find Education Week a good source for nationwide information. It is important to remember that the United States has some of the highest COVID-19 case rates and death rates in the world. We still need to be very cautious about brining large groups of people from different households together in close proximity for long periods of time, like what would happen with in-person instruction. This is very different than other sectors like restaurants, grocery stores and other businesses.
>
> Oregon's COVID-19 rates and hospitalizations are strong compared to many states because of the actions we have taken, but they are currently climbing, just last week we experienced our highest ever daily case count. We have had to implement quarantines in some schools in the three two weeks due to positive COVID-19 cases in our schools. These quarantines cause instability in education models and force parents to quickly, on as little as an hour's notice, find childcare for children that may have been exposed to COVID-19.
>
> This is a very challenging situation. It is stressful for students, families, and educators. We have some resources available on our website to support families. COVID-19 has changed our lives, and it can feel difficult for anyone. Oregon-based nonprofit Lines for Life and OHA have launched the Safe + Strong Helpline: **1-800-923-HELP (4357)**. The line offers emotional support and resources to anyone who is struggling and seeking support. Callers do not need to be in a crisis to contact this line. Help is free and available 24/7. Language interpreters are available. OHA has also expanded its Safe + Strong campaign to include behavioral health resources. A behavioral health landing page offers mental and emotional support information and resources as well as guidance for how to have conversations with loved ones who may be struggling.
>
> Everyone in Oregon can help us reduce case rates by consistently wearing face coverings, maintaining physical distancing, implementing strong personal hygiene and disinfecting spaces, and avoiding gathering with people you do not live with. These measures will reduce community spread and help us to open schools to in-person instruction with stability.
>
> Again, I'm sorry for the challenges we face as a state and the impact on your family. Governor Brown and I both continue to hold a priority for opening our schools to in-person instruction and we will do so as soon as we can do that in a safe and stable way for our students, staff and the families they return to each day. My hope is that we can soon reach a level of stability that will allow our schools to open to in-person instruction and stay stable, safe and open.
>
> Thanks,
>
> Colt

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

Colt Gill

(he, him, his – pronouns resource)

Director of the Oregon Department of Education and

Deputy Superintendent of Public Instruction

255 Capitol Street NE | Salem, Oregon 97310

Phone (503) 947-5740 | Colt.Gill@ode.state.or.us

@ORDeptED_Colt | www.oregon.gov/ode

From: MICHAEL Hebda <m.hebda@comcast.net>
Sent: Friday, October 2, 2020 5:31 PM
To: GILL Colt - ODE <colt.gill@ode.state.or.us>; HOWARD Kimberly - STBD <Kimberly.Howard@ode.state.or.us>; COLONNA Jerome - STBRD <Jerome.Colonna@ode.state.or.us>; MARTINEZ-ZAPATA Guadalupe - STBRD <Guadalupe.Martinez.Z@ode.state.or.us>; RUSSELL George - STBRD <George.Russell@ode.state.or.us>; SCURLOCK Jennifer - STBRD <Jennifer.Scurlock@ode.state.or.us>; WHEELER Bridgett - STBRD <Bridgett.Wheeler@ode.state.or.us>; VELIZ Anthony - STBRD <Anthony.Veliz@ode.state.or.us>
Subject: Oregon Schools need to be open for full 5 day in person instruction for all grades immediately

We are doing a great disservice to the children of Oregon. It our responsibility to make sure they are educated and ready for college, but that doesn't seem to be a priority for the ODE or the school districts. **Because of distance learning and reduced instruction time, Oregon kids are suffering and will never recover.** My son is a senior. In a normal school year, he would have ~135 hours of math instruction, he would have ~135 hours of English, ~135 hours of physics, not counting electives and other required courses. Yet this year, we have a shorter school year, a shorter class period, and only 4 days per week of instruction. **So instead of 135 hours per year for each core class, he will get at most ~64 hours.** In many cases, he isn't even getting instruction for the full class period. **How do we expect the kids to be successful with less than half the education they should get and deserve?** Do we want Oregon kids to never be able to go to an out of state university? Oregon already had one of the worst reputations for college prep and now we have cut class time by more than half. Many states may now not even accept Oregon high school diplomas for college entrance. And if they even get into college, do we want them to fail at college before they even get there because they were not prepared in high school? This is what you are giving the kids. **The only acceptable option is full time, 5 day a week in person instruction starting immediately before any more time is lost.**

Michael and Rebecca Hebda

From:	mistersister530@aol.com
To:	StateBoard Public Email
Subject:	Distance learning
Date:	Wednesday, October 14, 2020 9:03:50 AM

Hello. I am sending this for your review. I am the grandmother of 2 children who are trying to do distance learning. One is in 5th grade and the other in 2nd. Our daughter must work to feed her family. My husband and I are her only family able to help her. I suffer from kidney disease and am on dialysis 3x per week. On tues and thurs these children are not able to attend school until around 10:30 after my dialysis. When I brought this up to the school, I was told they would be marked absent for the day. Both days! This is not their fault. The teachers told me that "I need to figure if out" myself. I also live in a rural area with spotty internet. I explained this as well and I was told the same thing, that I need to figure something out. So I have had to buy extra internet services. This brings me to my last issue. I was fired due to COVID. My unemployment is $127 per week. I don't know about you but it is impossible to live on $127 per week. Distance learning was so awful for my grandson that he has been pulled out of school entirely. He is only in second grade. His teacher told me that his problems are due to his missing tues and thurs mornings which, again, are not his fault. His school was shut down halfway through 1st grade. He's only in second grade and is supposed to know how to use a computer with 3 different programs? That's absolutely ridiculous. He can't read the instructions fast enough to follow them. He hasn't yet learned how to write down directions. The state if Oregon MUST do better for our children. There are teachers who want to go back to school. There are students who NEED to go back to school. Put them together. Offer distance learning in the evenings so parents can financially support their children and help with school. While our world should revolve around school and our kids, that's not always possible. Most people simply can't quit work to help. You need to help them and work around them. Thank you for your consideration. I apologize for any spelling errors.

From: Olava Goerges
To: StateBoard Public Email
Subject: Open schools- now!!!!!
Date: Wednesday, October 14, 2020 10:34:24 PM

Begin forwarded message:

From: Olava Goerges <olava@aol.com>
Date: October 2, 2020 at 9:43:41 PM PDT
To: colt.gill@state.or.us
Subject: Open schools- do it for healthcare !!!!

Hello Colt +ODE,

I am writing to share how absolutely shocked and upset I am about the state metrics required to open public schools in our state.
I am sure you have already heard of this issue from others…
I'm sure they have discussed how our metric is harder criteria to meet than other states…
I am sure you have heard that since we are only testing those exposed or who have certain symptoms (since we are low on reagent) our data is skewed..
I am sure you have heard this online learning is simply a joke (which it is)!!!..
Am I upset because I have two small children struggling online as I write this? YES – that is true! I literally watched my kinder age kiddo get dropped from the zoom call 5 TIMES this morning alone.. don't even ask me about last week!
I am sure you have been asked about why we have bars open and casinos and colleges – but not k-12?

I am sure you have heard so many things but I am not focusing on those things… I have a different perspective to share with you… a medical perspective.

I have worked in healthcare for 20 years and if there is one thing I can tell you it is that access to care is currently AT RISK in our state. In the specialty arena I work in we are almost ALWAYS low on staff (in any given year). Specialty arenas often mean higher stress environments and by nature it can be hard to retain qualified staff when they can find lower stress roles elsewhere…. Yet, we always persevere and do our best for our patient population in need of our services.

As a general rule my department of almost 100 staff has open positions to fill…. It is not uncommon to have positions open for over ONE year until we find someone qualified and interested. Then .. in comes covid.. and all hell breaks loose!

We had massive staff loss after covid hit:

1. We lost staff who did not feel comfortable not having PPE available (because of the massive shortage we had hardly any for weeks).
2. We lost staff who moved closer to their family as the pandemic made them feel the need to move closer to their relatives and support groups.
3. We lost staff who felt our state rules surrounding covid were too strict.. so they up and moved to a state with less restrictions.
4. We lost staff who retired early because of the overall concern for covid and risk w/ increasing age.
5. We lost staff who have a fragile family member and don't want them infected if avoidable…

Those are all things simply from Covid… nothing else.

Then you insert – NO IN PERSON SCHOOL IN OREGON – and we literally may have to close doors!!!

1. We are losing because they need to facilitate their children's learning!
2. The staff leaving can find childcare ... but those option won't help their kids LEARN Online or troubleshoot issues the child may face with technology (such as a kinder age kiddo hitting mute and unmute 50 times an hour
3. The staff who can find learning care cannot afford to PAY the tutor/teacher fees AND work … it does not come out in the wash…. If three kids cost 3500$/month for a tutor to help them with online learning and that exceeds the persons "after tax earnings" per month they are leaving their positions!!! (these are staff who are making decent income but often have a spouse also working… therefore having one parent leave the workforce is the more viable option for many of these families needing to help their kids with learning online).
4. We are losing staff to requests for "half time work" as they have a hardship of childcare learning needs and can maybe ask relatives to help teach their kids half the week and save 1000's of $ by doing so…. We are allowing them to decrease hours because we are desperate for them to NOT quit. But this also creates a bind because we cannot even try to "replace" their position when they are on decreased hours and are not fully resigning…. No one is seeking "now and then work" in the health field in the middle of a pandemic!!!
5. On another note / people are exiting thy health workforce arena - not seeking to enter it!! New healthcare graduates are often rethinking things and considering another field - this makes things even harder for recruiting dynamics.

At my medical center we are closing patient slots left and right… we have not enough staff to even run the equipment and not enough MD staff to even see the load of patients being referred to us.

What you need to prepare for as a leader in this state:

- Be prepared for your friends and family to have limited access to critical and speciality care…. Imagine a family member getting a breast lump and having to wait weeks or months for it to be imaged because there are NOT enough providers or support staff to do that exam?!
- Imagine a woman w/ a fetus who has a complex heart anomaly not getting diagnosed in time to deliver at a large center where support care exists for that newborn because she could not get the tests done in time for delivery to prepare for those fetal needs!
- Imagine your loved on having chest pain and trying to get an appointment and then they have a heart attack while waiting weeks for that appointment……!
- Imagine your loved one on the phone w/ insurance for hours or days to try and get care out of state where specialist have openings.. (because those states have schools open and those clinics actually have staff to run a full unit and care for the patients needing the care).

Covid hit the medical systems hard – YES – but schools being closed have impacted us 10 fold!!!!!!!!!!!!

I beg you to work to loosen our metrics so we can allow more cases to occur and schools can still open in person.

Even Washington state metrics are much more reasonable in my opinion.
We are low on Reagent - this means we are reserving tests for just the symptomatic or known exposure patients.
This means we have skewed data!
Not a true representation of percentage of state w covid ... only % of those tested who have to fit criteria to even get tested.
This is crazy....

Let us be sensible – lets not have such strict metrics to meet .. especially for k-3 where those kids cannot be left home alone!

This email is for our patient population needs in the state of Oregon.

It will only take a few more weeks of schools being closed before this mess will be SO massive we cannot turn back and open medical clinic doors back up at various clinics in this state.

I know 1000's of staff in healthcare in this state and they are seeing the same things I am seeing… finding time to even write this is hard…. You must see the full picture … there is so much more at stake than simply concern about "School covid Spread" and "school exposure risk."

I see covid + patients each week - my whole unit does.

These are patients with covid who are actively symptomatic. The patients wear a mask and we wear a mask (a regular surgical mask) and none of us are catching covid - none!!!!!
Masking and hand washing works- this cannot be denied.

Schools should be open NOW with precautions in place- this has gone on for too long already!

Sincerely,
Olava Goerges BS, RDMS, RVT

From: Alisa Turcott
To: StateBoard Public Email
Subject: Children are suffering
Date: Wednesday, October 14, 2020 7:25:02 PM

Here is a link to consider! Do you realize how many less fortunate children there are? Do you know the percentage of teacher reporting throughout a school year? These are things you should be thinking about! Kids can not fight for themselves! Those less fortune are waiting for you to step up!

The biggest reason I fight daily! Mine are very fortunate to have a stable home! Many, many are not that fortunate. If they live with a monster and school was the safe place from that monster where can they go now!

https://www.nashvillescene.com/news/features/article/21143780/how-the-pandemic-has-affected-victims-of-child-sexual-assault?fbclid=IwAR3DiYTv_Mi6nuu3eXoHBvWWMWJBCaFlmKiKwI2PKnDWDDc8Kzoq5pw4PtE

Thank you,
Alisa Turcott
Wife, Mother, EFDA Dental Assistant

From:	Allison Podlesnik
To:	StateBoard Public Email
Subject:	Please send kids back to school
Date:	Thursday, October 15, 2020 2:53:58 PM

Hello,

Can you please consider opening up schools? This is being done successfully and safely all over the world. Why are Oregon children being left behind? I am the mother of 3 school aged children and they are suffering. Academically, socially and emotionally. I grew up in a broken home and school was my life line. I cannot imagine what is going on in the homes where parents don't have resources or struggle with mental health issues. And studies are saying kids don't even spread the virus. Please help our children. The current metrics are unrealistic. Please help!!!! How can OMSI open up for "school" but the schools can't?!?!

Allison Podlesnik
971-645-6188

Sent from my iPhone

From:	Alyson Goalen
To:	HOWARD Kimberly - STBD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; COLONNA Jerome - STBRD; SCURLOCK Jennifer - STBRD; VELIZ Anthony - STBRD; SIEGEL Marc - ODE; ODE Frontdesk; meg.boyd@state.or.us; jenni.knaus@state.or.us
Subject:	Where are you when we need you?
Date:	Thursday, October 15, 2020 9:24:14 PM

Please open schools. Our state metrics requirements are too strict.

I have 3 young kids that have excellent teachers, but they are only getting a small fraction of the education they could be getting....and the education they deserve!

My daughter needs to be evaluated for an auditory processing disorder. But in order to do that effectively, we need to wait for schools to be open. She cries every day and tells me that she's stupid. It is KILLING me.

We are really hurting as a family.

Please listen to us, PLEASE change the metrics and let our kids go to school.

It's CRIMINAL that bars, restaurants, gyms, and indoor activities are open and school is not. It makes ZERO sense and we feel like no one is listening. This is barbaric and abusive to our children.

Now is the time. Don't wait another minute. Our children deserve better.

Alyson

From: goldpanda81@gmail.com
To: StateBoard Public Email
Subject: School board meeting 10/15
Date: Thursday, October 15, 2020 11:12:29 AM

Dear members of the State school board,

There has been a lot of mention of Believing in Science lately from citizens and from politicians alike. If everyone agrees that believing in Science is important then perhaps we should believe in all the sciences, including psychology. Today's kids are currently in the midst of the biggest science experiment in their lifetimes and THEY are the experiment. These students have basically taken a time-out of conventional learning and living. They have put all relationships, life lessons, other people's perspectives, athletics on hold for an invisible enemy. This has instilled fear, isolation, anti-social behaviors, digressed independence, limited viewpoints, and in some cases it has caused family shattering life altering choices due to depression and mental health challenges.

We have all been inundated with mind numbing statistics, charts, graphs, news articles, people quoting and sharing misinformation on social media, looking up the CDC recommendations ourselves just to find out two days later those recommendations have changed or now are invalid. Most of the information we are receiving we have no way of knowing if it is actually factual. With all this unknown, uncertainty, and lack of actual facts, why are we still erroring on a level of fear and an overabundance of caution? This pandemic has not ravaged our community. It has barely touched our community and maybe that is because of the over abundance of caution that was taken in the first months – remember two weeks to flatten the curve? That was many months ago. What is the end game? This virus will probably never go away but if it actually does, a new and improved one will form just like all the viruses before in history. Again I ask, what is the end game? Is this really, the new normal and does it need to be?

The science experiment on our children's lives has gone on long enough! These students are not just images on your computer screen they are human beings and human beings need to be around other people. Many of adults have returned to the office routine while our older kids are still at home doing school work, alone in their pajamas. Society locks people up in isolation when they are bad or criminals. Why are our kids in isolation? What have they done wrong? Time will only tell what damage has already been caused to these young minds during these past several months of separation and digital dependence. The time has come to take action and start living a social learning life again. Please, open up the schools. The future of America is at stake.

Thank you for your time and attention,

Amanda Ritter
Oregon Resident/Parent

From: Anna Zaichenko
To: StateBoard Public Email
Subject: Reopen schools please!
Date: Wednesday, October 14, 2020 7:58:50 PM

Please let our children learn! Please reopen schools! My children are suffering without real in person learning. I'm unable to motivate my kids to sit next to computer all day and listen to lectures. Our children are important future for all of us and if they are not studying, they will have no future. Please let our children learn!

Anna Zaichenko

Get Outlook for Android

From:	artemz@hotmail.com
To:	StateBoard Public Email
Subject:	Distance learning isn"t working. Reopen Schools.
Date:	Wednesday, October 14, 2020 9:54:33 PM

Reopen schools because distance learning isn't working. We are both working full time as essential healthcare workers and have 2 children that suffer with your poor quality education, social isolation and having to spend hours in front of laptop which doesn't result in real learning especially for my 1st grader. We don't have time to help them due to be our jobs and your distance learning is a joke of education compare to in class learning. You must allow those who feel safe allow in class option or we will have to pull out kids from public schools if this continues.

Parents.
Art and Anna Zaichenko.

From:	Audelia DeCosta
To:	StateBoard Public Email
Subject:	Back to school
Date:	Thursday, October 15, 2020 6:32:59 AM

Hello,

I wanted to reach out and give another perspective of doing what we can to get our kids back in school. As a parent of a kinder and 3rd grader, and a mental health therapist who works with kids and teens, the closures of school are increasing stress and depression on our kids, parents, and community. Suicide rates are up, and I'm seeing increased hopelessness in my practice as well.
Our family is fortunate to be able to pay to send our kids to a program, which is held at a school by the way, where everyone is masked, and they at least get some social interaction, and as parents, who both work in healthcare, can continue to do our jobs. We pay $400 a week. That's about $1600 a month. I don't know many families who can afford that payment. School closures are impacting our most vulnerable kids and families, the minimum wage hourly worker, families that are already stressed. Our child care has had no issues with infection rates, and the kids have been there daily since June. There is no evidence that kids are super spreaders. Our kids deserve to be in school, and our families need community support to survive this pandemic.

Thank you,
Audelia DeCosta LCSW

From: Barbara Fronczak
To: StateBoard Public Email
Subject: Please Get Our Students Back To In Person Classes ASAP!
Date: Wednesday, October 14, 2020 11:18:15 PM

Dear State Board – ODE:

I am writing you today to ask you to please move forward in getting our children back to in person classes as soon as possible. They desperately need it for their physical and mental well-being. My daughter is a sophomore at Tualatin High School. I have a son who just entered college at Florida State University. He was a senior at Tualatin last year.

My daughter is each day participating in online learning. She is making the best of it and is committed to her studies. She is on zoom calls sitting at her desk all day that at one point she was complaining of back pains so I went out to buy her a good support office chair. She is lacking the social interaction so badly needed, the in person classes to help better understand the subject plus just exercise from walking from class to class and lunch time with friends. I insist that she goes and exercise each night by running (She now runs up to 4 to 7 miles a day to eliminate the stress of the day). I also make her arrange something with her friends each week. I do see how she is becoming a recluse because of the situation and I am the one who is suggesting the small gatherings with friends and this child is normally a very social child. Everything else is open here so schools must begin as well. I can spend hours exposed to many people shopping at malls or stores or eating in restaurants with no restrictions on time spent at each location. I am sure there is a safe way for our kids to get back to school.

OCAA finally approved my daughter's sideline cheer practices (no contact) and the TTSD approved it as well so thank goodness practice begins this week. We are just hoping and praying that basketball and football season can start so they have someone to cheer for. These sports are the highlights of the children's week and they must continue. They need this outlet to properly function. Please see this through so that our children can have these much needed activities for their physical and mental well-being.

It makes no sense that U of O and OSU can participate in football so the high schools should be able as well. You are sending mixed messages by doing so. That is unfair to our children when they see it happening at the college level. They wonder why are they being punished?

On the other hand as stated my son goes to college in Florida. I am 61 years old and I have traveled there 8 hours on a plane sitting right next to a stranger to get him there with getting no COVID. I traveled all over the city and college getting no COVID. Of course, I took the necessary safety precautions. Most of Florida is now open with all bars and restaurants as well. My son has frequented many of them having large numbers of people in attendance and him getting no COVID. He went to a FSU college football game and got no COVID. He has been tested several times with negative results. He is taking the necessary precautions so he is fine. His friends who got it had very mild symptoms and recovered quickly.

I have watched Florida's public elementary and high schools very closely. In Florida, starting in August most of schools have been opened 5 days a week along with their sport programs. There have been very few cases or spikes showing that they have been able to open schools safely and successfully. My good friend in Miami, one of the hot spots in the country, told me that her high school daughter just started going to public school this week for 5 days a week, the last county to open. How is Florida able to do this but not Oregon when we have far lower number of cases, hospitalizations and deaths than Florida?!? There is no logical explanation for this.

The metrics set for Oregon are not reasonable! It is like your goal is to never have the children go back to school with these unrealistic numbers. Both Washington and California have lower metrics and they had more cases!! They both have some students at schools as well. Why is Oregon stopping our children dead in their tracks. They will lose out!

I know you are aware that so many other states have their schools open as well as their sport programs. They have figured out a way to do it safely and successfully. Both Maryland and Colorado just recently reversed their decision to allow athletes to play. Other college football leagues have now reversed their decisions to play.

I worry about my high school daughter as I feel she will NOT be prepared or be accepted to a high ranking college because of this on line learning. I know with my son how competitive it is to get into a high ranking college. FSU is ranked 18th in the country. Over 60,000 students applied and only 6,000 got accepted. That is how competitive it is! I have signed up my daughter to be part of the 2 day in person hybrid through TTSD school district which we are hoping will begin around the first week of November. Can we at least try that to begin with? It would be a start.

Sports need to start and continue. Athletes are leaving and moving to other states that allow their sports. Look at the extremes people are taking so their children can play sports and go to in person school. They see how important it is to their children. Many children in Oregon are doing club sports since schools earlier were not allowing them. This is not fair to the underprivileged who cant afford these costly club activities. The public school system is all about inclusion and by schools not allowing sports is excluding underprivileged kids from not participating. Then on the other hand these kids who are participating in club sports, you are NOT hearing reports of spikes in positive cases so kids are able to play safely with the necessary precautions.

I have seriously thought of moving my daughter to Florida. Why should I have to leave Oregon to have my child get the best education and to be able to participate in sports. Our athletes who stay are missing out on scholarships as well. All of this is detrimental to our children. Does Oregon want that to happen? You have the power to make a change and a difference in our children's lives. Please make it happen for their sake.

Sincerely,

Barbara Fronczak
11014 SW Annand Hill Court
Tigard, OR 97224

503-381-3901

From:	Barbara Holmes
To:	StateBoard Public Email
Subject:	Please open schools
Date:	Wednesday, October 14, 2020 5:46:22 PM

Online school is not working for my Junior, at La Pine High School. He used to like school and get straight A's. They are giving him a lot of work in every class, he's behind now, he says it's more than he can do. He's depressed, lonely, frustrated, ready to just give up. He said this morning "I'll start caring when they do". Last week he said "it's like they want me to fail". I don't know how to help him. My kids are both struggling and asking to go back to school. Most parents I know are saying the same thing. If bars, super stores, casinos and child care is open there is no reason my middle and high school aged kids should be left behind like this. No learning is taking place, they are just loading up the busy work and being forced to sit in front of screens for most of the day!
Barbara Holmes

From:	Brenda Schreiber
To:	StateBoard Public Email
Subject:	Public Comment: Children and Parents are suffering because of CDL
Date:	Wednesday, October 14, 2020 11:13:16 PM

My name is Brenda Washicko, and my family moved to Oregon in January from San Diego, CA. Our children, who are now in 3rd grade and pre-K, were only in their new school for 2.5 months when their school was closed for "2 weeks" to flatten the curve. Oregon has had so few cases compared to other states. Now many states have opened for in person learning, some as early as August. The strange thing is that California and other states have had many more cases and deaths than Oregon, so why aren't our schools opening? Why are the metrics overly stringent, and why do we have to wait 3 weeks before returning after meeting our numbers? Other states have 10 days or 2 weeks, but it is like Oregon doesn't want children back in school.

Teachers are ESSENTIAL workers, and school is the backbone of our society. Parents are trying to work and teach their kids, and it is not working. Personally, I had to quit my job to home school. While my children are in private school, and the teachers did a phenomenal job going online last spring, online learning is NOT the same as in person learning. So, now my daughter has lost part of her second-grade year, and now she is losing part of her 3rd grade year. Should we go back to California or another state that has opened their schools? These are FUNDAMENTAL years for education (reading, writing and arithmetic). Besides now having an uphill battle with her lost time in these important academic subjects, she is losing part of her socialization. She is a very active, outgoing people person, and she cries every day in front of her screen. Life is just much harder for parents, teachers and students. Personally, we are so fortunate to be a two-parent family with resources, but the children who are truly suffering are the ones with special needs, one parent, lower income, POC, etc. Children are left alone, neglected, abused, depressed, isolated, etc.

We can out to eat, get our hair done, go to bars, shop at Costco (and Target, etc.), and those workers (who come into contact with so many different people daily) are fine. Not to mention, many of my friends (or their spouses), some of whom are doctors, nurses, paramedic, fire, etc. are all expected to go to work. However, our children are prohibited from going to their schools because their teachers don't think they are essential workers. The older teachers and vulnerable teachers can retire, take a sabbatical or teach online. If they don't want to work, then don't pay them. If my friend, who is a nurse working on a Covid floor, can go to work and not catch Covid, then why can't teachers be with children who are the least likely to have Covid and spread it? These poor decisions are killing our families, and our future generation is depressed; they miss their friends, teachers, and their schools. The pediatric community, the CDC, and other world governing bodies are now all saying that children should be back in school (with safety precautions). The WHO just said the other day that lockdowns don't work. It is now time to reopen and not after the election.

PLEASE REOPEN THE SCHOOLS!!!

Best regards,

From: bgkgm@aol.com
To: StateBoard Public Email
Subject: Schools
Date: Thursday, October 15, 2020 12:41:15 AM

I spent several hours last weekend reading about other states and their school metrics. From what I can find, Oregon has the hardest return to school metrics of any state. Why?
Oregon already had the third lowest drop out rate in the nation prior to Covid.
I don't understand why we are last. Our kids need to be in school. I realize there are risks, but I know of two kids currently hospitalized with eating disorders, one who committed suicide, and two fatalities from car accidents, and ZERO that have been harmed in any way from the Coronavirus.
Please push for our kids to get back to school. Oregon youth deserve a better education than what they are getting right now.
Thank you, Bethany Gates

From:	brandi wachs
To:	StateBoard Public Email
Subject:	PLEASE look at New Data to LOOSEN BTS metrics!
Date:	Wednesday, October 14, 2020 10:26:42 PM

Hello,

Please use new data to re-evaluate your Back to School metrics and look at the success of schools across the country and LOOSEN the METRICS!!

It was good to be cautious initially but it's time to move forward now that we have learned how to prevent the spread of Covid-19 with masks, hygiene, etc., and testing availability.

The treatment of our youth is CRUEL at this point and is unwarranted and unnecessary. Keeping kids out of ALL SCHOOL and ALL ACTIVITIES is doing irreparable damage to children and it doesn't need to be this way.

By all accounts my family is fine during this epidemic but even my 2 teenagers are SUFFERING: Depressed, gaining considerable weight from a sedentary lifestyle, hopeless about their futures, painfully lonely and no way to make friends, and extreme social anxiety now that they've been so isolated.

I am sick to my stomach thinking of the thousands of children that are in much worse conditions than my own kids: Abuse, hunger, dropping out, hurting themselves, being ignored, falling behind...

Acting as if Distance Learning is an adequate substitute is a joke and a total disservice to all parties involved, including teachers.

Get the kids back in a classroom before you continue to inflict more harm on them!

Thank you,
Brandi Wachs
--

Brandi Wachs
cell: 503-475-6169

From:	Carrie Erickson
To:	StateBoard Public Email
Subject:	Return to School
Date:	Thursday, October 15, 2020 5:06:10 PM

To whom it may concern,

I am advocating for my children to return to school. EDL is not sustainable. They are not receiving FAPE and my child on an IEP is falling further behind. The district is failing my kids.

Typical child in 3rd grade will not do Zoom's. My son with Down Syndrome does not engage with his peers which is so critical at this age.

We need our lives back. I am willing to take the risk. An 8 and 6 year old should never be depressed.

Thank you,
Carrie Erickson

From: dionne Morris
To: StateBoard Public Email
Subject: Kids in Crisis
Date: Thursday, October 15, 2020 8:26:12 AM

I beg you to reconsider opening our schools! CDL is NOT working. My child has spent hours doing assignments only to not be able to turn them in due to technical problems. She's a Senior this year and is really struggling emotionally and mentally because of school being closed. She needs to be in class at school with her teachers and peers. Her GPA has dropped and hopes of getting into college are spiraling down.

No school, no sports, no activities, no homecoming, the list of disappointments go on and on.....

How much more do you think these kids can take???!!!!

Let those who want online education choose it, but let those who want to GO TO SCHOOL have that option!

It should be a choice WE make!!

My child is suffering along with so many others!! Do the right thing and open school for those who want that choice!!

Dionne Morris

Sent from my iPhone

From:	Dominic Rivera
To:	Stacey Rivera; StateBoard Public Email
Subject:	Reopen the Schools!
Date:	Wednesday, October 14, 2020 7:25:37 PM

Educators & Legislators,

I am writing so that you can include my perspective on WLWV schools not being open for in-person learning and the detriment that is causing our parents and children.

Educationally - Our children have struggled to make peace with the online learning situation. The material they are reviewing is inadequate to keep them engaged for large parts of the day, and not crafted to their individual learning levels. The Florida Virtual online component was never designed for our youngest to navigate without a dedicated teacher/coach, and relies on skills that they have not yet developed. It's definitely true that it is easier for older kids (middle school +), but even then it's a poor substitution.

Socially - Our children are not getting the social development that they need to thrive. We've all been locked in a house for 7 months, and want nothing more than to get out and thrive in the environment. While it's possible for an adult to do this, schools remain the focal point for children to socialize which has been taken from them.

Economically - On top of reduced incomes due to COVID, most parents are struggling to find adequate help to guide young learners through the day. When we do find them, they are very expensive. This is in addition to what we are *already paying in taxes* to our local schools to not provide the care throughout the day so we can function at our own jobs.

The science has been pretty clear through other states, reopening schools has not been a significant transmission factor for children. Oregon has one of the lowest rates of infection, and one of the most stringent requirements for reopening. As parents, we refuse to go through another significant patch of time with CDL. Given further delays we will either pull our children from the program and reduce the funding for the local school system, or relocate out of the district and possibly the state to provide our children with the education they deserve.

Thank you,
Dominic & Stacey Rivera
--

From:	Donnielle Shead
To:	StateBoard Public Email
Subject:	Public Comment: CDL is hurting our children! Let our kids go back to school!!
Date:	Thursday, October 15, 2020 11:48:16 AM

Comprehensive Distance Learning is hurting our children and the future of our society as it stands! Let our kids back into school!!

Our children's Mental Health and futures are hanging in the balance right now. The lack of in person socialization, routine and structure is affecting them very heavily. Just the simple in person social routines/gestures such as, waves & smiles and the passing by in the hall and saying "Hi" and "How are you doing?" It's just not the same on the computer. This is hurting them so badly. Their hard earned skills are diminishing quickly and they are falling apart!

My 10yo daughter has been struggling hard mentally especially these last 2 months. It Just doesn't seem in line with her age group and their typical development. She's had a steady and markable decline.

She has now been saying she wants to hurt herself and wishes she wasn't alive & crying a lot. Her appetite has changed as well as her ability to sleep and wake up. It doesn't feel like it's attention seeking tactics to me because I know her so well but it's very heartbreaking to me. It's not something a parent wants to see and hear from their child. I don't want any child or person to feel that way. From my own experience It's not fun at all.

I can feel the deep sadness & hopelessness in her body language and hear the sadness & hopelessness in her voice. She wasn't this extreme before Covid. We do a lot more hugs through the day because she holds so much in that our hugs bring her instant relief...like an actual sigh/deep breath and I can feel the heaviness go away and her not wanting to be anywhere but in my arms.

She has a normal weekly counselor now the school assisted in getting as a referral. Due to her lack of emotions and her assignments she turned in the first few days were alarming. The teacher saw the lack of emotions and resistance in any task given.

This is a teacher that In person may have been able to pull her out to the hall or immediately have the counselor talk to her. But that's not possible in this case. Our children are missing that human connection and support we all thrive on.

I'm so thankful the teacher and school counselor got on the ball fast or she may have never told me her feelings or did something out of despair. So, the additional resources given to the school for the students & families through this time are absolutely needed and available. However, lacking the right environment.

I can see my daughter especially is struggling and I tell her maybe it's best to take a break and go back after you can calm down, don't put so much pressure on yourself. At 5th grade she isn't used to and hasn't been prepared for seeing a whole week's curriculum. All she can think about is what needs done tomorrow or by Friday and can't seem to just focus on today's tasks. It's too overwhelming and setting her up to fail. It's not like knowing some highlights for the week in class when in person; things to look forward to. It's more about "I have to get this

done by the end of the week and it's too much to think about" and so she shuts down.

I also deal with my own mental health having bipolar so we are constantly battling one another over all of this. It's a struggle maintaining my own stability and then trying to find the best approach & help for her. Her anxiety is through the roof, my anxiety & moods are all over the place. Her confidence in which we'd built so hard in regards to her academics & daily life these past 2 years in school has drastically decreased all over again. It's a real daily struggle manifesting into a mental crisis.

I also have a 14yo son with Autism and a 18mo baby to care for as well. I know MANY of us parents and other family members are in the same boat & stretched thin with not much support or options. I want to absolutely be there for my kids but it's tough to be spread all ways and still take care of my own stability and make sure they are staying afloat.

My 14yo son with Autism has definitely regressed- declined drastically- and doesn't have the understanding of it all. His behaviors we worked so hard on that were reduced by 70-80% before closing down the schools are now the opposite and have become more aggressive & harder to de-escalate.

In the classroom he was progressing
with his conversational and social speaking skills with peers and staff alike- one of his continuing IEP goals. And now it's non-existent.

Thankfully he's adjusting to the video class format and engaging ok when requested. But he has huge difficulty independently navigating the system without one on one guidance and keeping him on task. He's used to having visual guides for activities and requests since he doesn't have sufficient verbal skills. I've worked so hard on getting the schools to focus on less electronic use since he was highly dependent & obsessive using them which led to a lot of his behaviors and outbursts. So now I have to start that fight all over when they go back in person.

My son normally has a one-on-one meaning he's got one adult that is hired soley for him in addition to the school staff that helps him in the classroom, cafeteria, gym, etc. They help him with his transitions, staying on task, and getting ahead of the triggers that lead to his behavior outbursts. As well as the implementation of calming/de-escalation techniques.

His transitions are not easy between tasks for the CDL daily schedule. It's not user friendly for our special needs kids who thrive on different supports & different ways of learning to be successful. Especially at the age my son is now son's when being independent and learning these skills are imperative to his future. His future is already unknown, but this is already setting us back substantially.

Through all of this, I am glad I can be here for my children during the day and help them process all of this and give real time advice, suggestions and coping skills. I'm happy and honored to be involved in my children's lives. However, I want them to have enrichment and socialization and build up their mental health not tear it down and have a lifetime of anguish.

“Education is the most powerful weapon which you can use to change the world.”
-Nelson Mandela

*My son is NOT getting his education needs met!

*My daughter is NOT getting her education needs met!

Let our kids back into school!!
Donnielle Shead

From:	Frank Thomas
To:	StateBoard Public Email
Subject:	Back to School
Date:	Thursday, October 15, 2020 10:32:40 AM

Distinguished members of the ODE,

I am a physician in Portland with 8 year old girls in the second grade. I consider our family to be one of the fortunate ones in these challenging times. In spite of the pandemic, I continue to work and earn a good living. In spite of my work and its inherent hazards, including exposure to COVID-19 positive patients, our family has been fortunate in remaining healthy. We have the ability to send our children to our choice of school. We have the resources to purchase state of the art electronic equipment for distance learning. When the need arises, we have adequate funds to send our children to private tutors. Above all, we have ample financial reserves allowing my wife to remain at home with our daughters and supervise the distance learning process. Our fortune continues in that our girls enjoy school, they are motivated, self-disciplined, diligent, attentive and have no significant learning disabilities.

Despite our near-perfect scenario, we know distance learning is suboptimal to in-class learning for all children, especially those under 10 years of age. We look forward to the day all children can be in the presence of their teachers, where they learn most effectively and can get immediate help when they fail to understand concepts. In addition, they also learn valuable social skills in relating to authority figures as well as to their peers. The American Academy of Pediatrics and CDC have already emphasized the importance of in-class instruction for these reasons and more.

Knowing that most Oregonians do not have an ideal situation like we do, we feel strongly about advocating for struggling families and for children who do not have a voice. In the end, the current mandates restricting in-class school hurt the most vulnerable population including minorities and low-income families. We have taken into our home some children whose parents work full-time and cannot attend to the distance learning process. We do what is in our power, but the real solution lies with the governing authorities.

We urge the Oregon Department of Education to fulfill its duty to educate our youth. Following the science and observing models in other states and countries, we see that schools can be opened safely. It will never be risk-free, but few things in life are. I fear that with the Governor's current metrics are so restrictive that we will never achieve them, hence our schools will remain closed for years to come. This is unacceptable. The fallout will be catastrophic. Oregon can do better than that.

Thank you for considering my point of view.
Respectfully and prayerfully,
Frank Suranyi, M.D.

> ----- Forwarded Message -----
> **From:** Susanne Suranyi <suebiedoo@gmail.com>
> **To:** Frank Thomas <ujelet2@yahoo.com>
> **Sent:** Thursday, October 15, 2020, 08:50:41 AM PDT
> **Subject:** Fwd: Back to School

---------- Forwarded message ---------
From: **Susanne Suranyi** <suebiedoo@gmail.com>
Date: Thu, Oct 15, 2020 at 8:06 AM
Subject: Back to School
To: <StateBoard.publicEmail@ode.state.or.us>

To Whom it May Concern,

My husband is a physician and from the beginning has been very concerned with the overall approach the governing authorities have taken in managing this COVID-19 pandemic.

As we now know, the statistics do not warrant a total shut-down of our educational system. The incredible inconsistencies in what is and is not "safe" further prove this point. According to the Academy of Pediatrics and the CDC, our children are at much lower risk for COVID-19 than the elderly, immune compromised and those with comorbidities. The same could be said about the flu every year.

With schools being shut down our kids are at high risk for learning delays, not liking school, the stunting of social skills, lack of attentiveness, lack of oversight by overwhelmed working parents, depression, isolation, etc. Those who are in unstable homes are subjected to abuse, neglect and addiction for an extra 6-8 hours a day. Those who struggle academically cannot possibly get the help they need through a screen. Other kids are getting themselves into trouble online with so much unsupervised screen time. Teacher friends of mine have said some of their students have not logged into the classroom in weeks.

The metrics are set in such a way that we will not be going back to school for years. What is the end game here? Defeating death forever? This virus is here to stay as is the flu. Anytime we open up, there will be a surge but then we will build herd immunity. So many states are allowing students to be back in school full-time.

We will have to accept the fact that life is full of risk. 30,000 car deaths a year...shall we ban cars? 650,000 individuals with heart disease die annually... Shall we ban meat, fat and fast food and mandate an exercise regimen for all citizens? 500,000 tobacco-related deaths...shall we ban smoking and other tobacco products?

The CDC published statistics that 94% of all U.S. COVID deaths had 2.8 comorbidities or more. Let's make this a national campaign to get healthy not imprison the healthy indefinitely. Never in history have the healthy been quarantined, only the sick, elderly or vulnerable.

Please hear our voices!!! We NEED to get our children back to school.

Thank-you!

Sue Suranyi

From:	Leslie
To:	StateBoard Public Email
Subject:	Reopening OR schools
Date:	Wednesday, October 14, 2020 9:34:45 PM

Dear Members of the Oregon Board of Education,

I am writing as a parent of two high schoolers. Oregon is stuck. Our kids have been out of school for nearly 8 months. Our covid rates have been the same for months. Staying out of school is not fixing them. Almost no states have clamped down on school the way OR has, yet we have the 6th lowest Covid rates in the country. The downsides of this approach are massive, in addition to the fact that keeping schools closed is not stopping the low level community spread that we have. We are also the only state that has mandated that private schools stay closed, an outrageous overreach by the state, especially a state that considers itself libertarian in nature. A large body of data is showing that school does not have to spread covid when precautions are taken. The WHO, the CDC, JAMA, and many other health and medical organizations are urging schools and states to reopen. Everyone knows the most vulnerable students are suffering the most. and OR already has some of the most terrible learning out comes in the USA.

- Students' educations are suffering, esp low income and students of color
- Sp Ed kids and kids on IEPS are not getting what they need with CDL
- The mental health toll of keeping kids out of school and away from peer groups this long will be, and is, high.
- High schoolers are missing out on college counseling, college nights, etc. an essential part of getting them to college. Esp low income and first gen kids whose parents don't have the skills/experience to counsel them.
- The mental toll of too much screen time for kids will be high- and they are on social media all day long, highly linked with suicide, depression and anxiety "At first, I was surprised that the associations were larger for adolescents than for younger children," says Jean Twenge, the study's first author and a professor of psychology at San Diego State University. "However, teens spend more time on their phones and on social media, and we know from other research that these activities are more strongly linked to low wellbeing than watching TV and videos, which is most of younger children's screen time."
- Abuse and neglect of K-12 children is going unreported and unseen
- Parents/the economy is suffering, **esp women and people of color** because of having no childcare

- The economy cannot rebound until we have a place for kids to go
- People will leave Portland metro area and go somewhere where they can put kids in school, hurting the tax base and the public schools. I already know people who have left.
- College students who are also parents are struggling and research shows when they leave, they don't come back, negatively affecting their earnings for the rest of their lives.

We need the ODE and OHA to relax the metrics for **any school** that wants to try, public or private, on the hybrid basis that was planned for this summer, but mysteriously ditched at the last minute because of pressure from teachers' unions. It's just not right. Let families who want to go back, go back, and students who don't learn at home. Treat teachers like the essential workers they are. Doctors and nurses and grocery workers didn't just say they weren't coming to work. I am a college professor and I want to go back in person because my students are suffering, especially the first generation and students of color. Do the right thing and stop being sat on by the union. It's destroying our economy, and setting back women and people of color by decades. Eventually, you will manage to kill the middle class tax base off in this city and cause so much middle class flight your public schools will be in tatters.

Dr. Leslie Bienen, DVM, MFA

From:	Emily Benavidez
To:	StateBoard Public Email
Subject:	OPEN SCHOOLS!
Date:	Thursday, October 15, 2020 11:00:25 AM

To Whom It May Concern,

I am imploring you to make metrics that are possible to have kids be able to have "in-person" school. Distance learning is not working for families and is making the disparities between children even more pronounced!

Without school, recess, and sports, childhood obesity is on the rise (which is a risk factor for COVID) and mental health is on the decline. According to OHA there been 512 suicides to date in Oregon.

We can better!

Emily Benavidez
parent of a 5th grader

From: Emily Williamson
To: StateBoard Public Email
Subject: Open our schools!
Date: Wednesday, October 14, 2020 7:44:20 PM

Hello,
I’m email to speak up! We need our school open ASAP!

Sent from my iPhone

October 14, 2020

To Whom it May Concern,

I am a mother of three children. Grades 5, 4 and 2. I am also an essential employee, a Registered Nurse with over 15 years experience who has been working on the front lines since the very beginning of this Covid-19 pandemic.

I have seen firsthand how Comprehensive Distance Learning has affected our family. My three kids, who have always loved school are now irritable, having headaches, full blown migraines, not sleeping well, crying, etc. Their entire lives have been turned upside down since March 13th, 2020 (their last day of school in person). As of today's date my children haven't stepped inside a classroom environment in 215 days. 215 days. That translates to **7 MONTHS!!** They are spending many hours in front of computer screens doing "Live Lessons" all day with their teachers on ZOOM from 08am-2:00pm. This is WAY too much screen time for their little eyes. It is difficult for an adult to sit for that duration of time, let alone a young student with a rapidly growing brain.

My 5th grader has an IEP. All my student receives from our district is a short zoom call "check in". Zoom does not replace a comprehensive IEP plan. I have watched my spunky and happy child decline since March. My child has stopped eating, wanting to shower, get dressed, etc. My child is exhibiting signs of depression...at age 10! "Why do I need to even get dressed mom, it's not like I have to go to real school!?". My child takes no interest in the activities that used to be fun. The lovely sport of jujitsu is obviously not allowed as it is a contact sport. My child sits there every day just wasting away in front of the computer screen right before my eyes. It is ripping me apart seeing my student's mental health decline as each week of "Distance Learning" passes. I am also very concerned as a parent seeing our suicide rates climbing in the state of Oregon at a staggering rate.

My 2nd grader has reading difficulties. For the past 2 years my child received Title 1 help at our neighborhood school. Title 1 reading help and phonics are incredibly difficult to replicate virtually. The online platform that my district purchased for CDL is extremely complicated to navigate, particularly for a young child that just emerged from grade 1. It is not very user-friendly and very heavily text based. I have to sit with my child every day for 5-6 hours (on the days I'm off from the hospital of course) and help read questions, text, etc so that my child is able to do the work that is expected and assigned. **THIS IS NOT SUSTAINABLE.**

My 4th grader is also struggling. The long days on "Zoom School" are taking a toll. Just this week my child was expected to troubleshoot the Chromebook, change resolutions, install another internet platform just to be able to perform the ridiculous MAP testing. Without an adult nearby, this would have been an impossible task, I barely figured it out myself! Emotionally it is devastating to my student.

As a working parent who works 12 hr shifts at the hospital caring for patients, it is impossible to be available to my children every day. I cannot simply "work from home" as many other occupations can. I have had to seek out babysitters and private childcare just so I can go to work. I am in a position

now where I feel as if I have to choose between my family/kids or a career I love and have worked very hard to attain. I am drowning. There are not enough hours in a day for me to do everything. I cannot clone myself and I know that thousands of other parents in this state are feeling the exact same way. My own mental health is greatly deteriorating. How can I be the best mother, wife, nurse and teacher if I have no support from the school? **THIS IS NOT SUSTAINABLE.**

I also believe that **TEACHERS ARE ESSENTIAL**, just like I am as a nurse. Teachers are paramount in educating our youth. I worked on my nursing unit with KNOWN COVID patients for 7 months now. There was ***no option*** for me not to work. For the first two months I worked without appropriate PPE. Now, everywhere I turn everything is modified and OPEN...except our schools. I can go get a pedicure, I can go shopping at Target, one of my kids was able to get braces applied last week and have the mouth wide open for an hour, I can go out for dinner, I can go to a bar or even a casino! **BUT OUR PRECIOUS KIDS CANNOT GO TO SCHOOL**. Children are our future, I beg you to please put their needs first. Parents should have a choice whether our children learn online all year or be in school in person. Teachers should have a choice to teach online all year or teach in person. I know several teachers fresh out of school that would love the opportunity to teach in a live classroom.

I am desperately urging you to re-visit and revise the metrics so our children can get back into the classroom in Oregon. There is adequate PPE now, plexi-glass screens are plentiful too. Through temperature checks, social distancing, masks, etc I know we can get the children back safely. Seeing other states and countries reopen and seeing their kids be in the classroom breaks my heart because I know that can be us too. I am greatly worried about these long Covid-19 school closures and their implications long term. The children are becoming more and more behind as each day passes. Covid will be around for a while, let's find a way to work through it as safely as we can. I know several families who have left districts to pursue other forms of education or have moved out of Oregon just so their children can have the opportunities for in-person school or have the ability to play sports.

We are not "All in this Together". It is every family fending for themselves. The WHO, CDC and the American Academy of Pediatrics (AAP) all recommend children be in school in person. Please listen to this scientific data.

Thank you for taking the time to read my letter.

Regards,

Ewa Barker

Mother, Wife, Nurse

From:	Glenda Scherer
To:	StateBoard Public Email
Subject:	CDL FIASCO
Date:	Thursday, October 15, 2020 7:59:43 AM

We are 7 months into this emergency situation, and Comprehensive distance learning is not working.
It is especially difficult for students who have disabilities, single-parent families, and hourly-waged worker families who do not have the option to work from home.
During the spring, we got three emails from Clackamas ESD. And NO appropriate services for a 3 year-old boy with autism. Nothing. These were services that supposedly guaranteed by law.
On Monday, 5 weeks into the ESD's school year, we got a zoom coaching call. Not direct sevices for my son to which he is entitled, but a zoom call for me. To coach me.
Sadly, I know my experience is typical, and most children with IEPs are not getting the servives to which they are entitled. It is with optimism that I'm this writing hoping someone will finally listen and act on behalf of children in Oregon.

Sincerely,

Glenda Scherer
Teacher, mom, advocate

From: Gwen Groomes
To: StateBoard Public Email
Subject: Open our schools
Date: Wednesday, October 14, 2020 5:44:07 PM

To whom it may concern:

Our children need to be in school! The frustration and stress it is putting them through is not ok. This Is not what we promised our children. We promised them an education.

I currently have twin second graders, a 7th grader and I work for a school district from home. I am not doing anyone any favors here. I didn't sign up to teach my children. I am their mother. My job is to keep them safe and happy. My job is to love them unconditionally and show them all of the wonderful things life has to offer them. Not argue about assignments and shove them in front of a computer screen all day.

My daughter is currently struggling to read. Something she has struggled with for a year now. This was the year she was going to get extra help. This was the year she had built up enough confidence to ask for help. This was the year she was finally going to be able to read as well as her twin brother. This year, is failing her. Period. She's more frustrated with her lack of reading skills than ever. Yes, I can hire a private tutor. Yes, I can spend extra time and put forth the extra effort so she succeeds. But that's not what I pay taxes for. I pay taxes to support our schools. I go to the fundraisers to support our schools. I work for free at community events to support our schools. I show up.

Where are you?

Our children need to be in school. Put all of the safety protocols in place and let my children feel human again!

Gwen Groomes
Mount Angel, Oregon

From:	Forrest Gmail
To:	StateBoard Public Email
Subject:	Very concerned parent of 4 children in Public School System
Date:	Wednesday, October 14, 2020 9:51:47 PM

Oregon State Board,
I know you have heard this over and over again but I cannot stay silent and speak up for my children and the children of Oregon.

I am a mom to four kids ages 12, 11, 8 and 6. I understood the shut down of schools back in March when so much was unknown and scary. I understand masks. I understand that there is a very clear desire to keep our states cases of Covid low. I also understand that there are so many children getting horrible education and sitting in homes that are unsafe. My daughter is in 5th grade and is in google meetings with her fellow students. Out of the 8 in her cohort she has only seen the face of 3 of them. She has only heard the voices of three of them. The others have black screens and only type in their answers. Who knows what is happening to these children. My heart breaks as I know abuse is getting worse and worse every day in these homes. Before Covid I was a classified substitute and I subbed in the "emotions" room. Before Covid i was shocked with how many kids would need to come in and find a place to either vent their frustration in a safe way or wrap themselves up tightly to deal with the struggle they felt due to so much abuse in the home. I couldn't believe how flippantly these kids talked about abuse because of how often it happened. Now I know these kids are experiencing this abuse every day without a safe place to go in the midst of it. My heart breaks and i would hope yours does too. I cannot imagine the amount of people that may get Covid if we opened schools would even come close to comparing to the amount of abuse going on in homes in Oregon while we are still schooling from home. How is this right? Give us an option to go to school.

My children live in a safe home. They live in a home with two parents that want what is best for them. My husband works and I have had to quit my job to stay at home with the kids to help them with their school. I am their teacher. They are still enrolled in public school and are trying to do distance learning but it isn't working. They cry almost every day. My kindergarten child keeps talking about how this was supposed to be his first year in school and Covid ruined it all. He cries all the time that he just wants to see his teacher. That he just wants to meet his classmates. He is in the Spanish immersion so you can only imagine how that is going with 50 minutes online. My 2nd grader is now testing lower than he did when we closed school last year. He did his math test which he had tested at 4th grade math and now he is testing under 2nd because he is such a physical hands on learner. I am shocked to see how badly he performed. My 5th grader cries every day because she is on a screen from 8:30-6 working on homework. She is only actually online for 50 minutes with her class but the rest is trying to figure out her apps that were supposedly supposed to be less screen time but end up being more. She is my perfectionist and is stressed out every day. My 7th grader just laughs because her school is a joke. She is online on classes 2 hours a day and doesn't learn anything. When she is done, she is done. If this continues one more week with no end in sight I am pulling my kids and homeschooling.

I cannot imagine what the end of this school year is going to look like if this is the way we are going right now and we are only 4 weeks in. Our children are suffering and are going to be so behind the rest of the country in education. I cannot imagine what teachers are going to have to put up with next year when everyone is a year behind. I know many people that have moved out of Oregon just because our schools have not opened. Please take this into account. Please look at the vulnerable children and realize it is absolutely essential for us to open up. Our kids are absolutely essential. So many other things that are open are not but our kids are. Please help them know that by changing the metrics and opening up. Thank you for your time.

Heidi Forrest
Newberg, Oregon

From my IPAD

From: Hillary Williams
To: StateBoard Public Email
Subject: public comment: population numbers
Date: Thursday, October 15, 2020 9:33:31 AM

(in relation to the population point made by Rep Helt) Why has Deschutes County not applied for an exception (as several other counties have) to the metric if we have even an approximate idea what our population numbers really are? If that metric glitch would get K-3 back in the classroom, it should be done.

From:	Hillary Williams
To:	StateBoard Public Email
Subject:	Public Comment: inequity
Date:	Thursday, October 15, 2020 1:39:44 PM

Very disheartening listening to so many agenda topics related to equitable treatment. Distance learning IS INHERENTLY INEQUITABLE. You remove the structures where students can learn, develop, socialize, receive care, obtain services & so much more, leaves these groups behind. Communities of color are hit hardest, as well as our fellow humans who live in poverty, are homeless, addicted, struggling with a mental illness or disability. There is no way to ensure an equitable education (or social/emotional growth) via distance learning, because no one has a level playing ground.

From:	Hillary Williams
To:	StateBoard Public Email
Subject:	Public Comment: communities of color, various socioeconomic backgrounds
Date:	Thursday, October 15, 2020 11:03:16 AM

I work in the Juvenile Justice System. You must know that for many youth & families, this is the perfect "out." There is a gap with desire for education, especially given the lack of diversity & connection within each school. Keeping kids on CDL, only widens that gap. Kids & families can "fade away" if they don't want to be part of the public education system. There is no accountability & no one to make sure the kids in these groups get their educational, social, medical & nutritional needs met. There are also times you don't hear their voices because they don't have the resources. They are experiencing the worst hardships of all.

From:	Jonnie Whitcomb
To:	StateBoard Public Email
Subject:	Metrics are good enough to stay in
Date:	Wednesday, October 14, 2020 7:30:51 PM

Hi! Our county met the metrics well enough to start schools and SOME schools started. Our county is meeting the metrics well enough to keep going to school. Please change the policies to allow us to start school in these counties that are doing this. We are punishing families and children because the board of a few people decided to wait longer than state guidelines required. Families were and are ready to follow the guidelines to stay in school.

Sent from my iPhone

From: Jonnie Whitcomb
To: StateBoard Public Email
Subject: I"m not qualified to teach my child
Date: Wednesday, October 14, 2020 7:33:51 PM

---

https://www.oregonteachingdegree.com/elementary%20school.html

I do not meet any of the Oregon requirements to reach elementary aged children. Why are you paying the teachers while I am teaching my kids. They are just facilitating at this point. Let me send my kid to the qualified teacher who will do a. Enter job.
Sent from my iPhone

From: Jonnie Whitcomb
To: StateBoard Public Email
Subject: Dr Conway said kids need to be in school
Date: Wednesday, October 14, 2020 7:36:09 PM

Dr Conway spoke to the bend lapine school board last night. He said that children who cannot read, write or know their numbers need to be in school. It's a high priority.
Please get our kids in school. Monday, October 19 is a perfectly good day to start. We will be ready.

Sent from my iPhone

From:	Kalpana Berman
To:	StateBoard Public Email
Subject:	School Re-Openings
Date:	Wednesday, October 14, 2020 9:51:40 PM

Hello,

As a working parent to two kids, I am writing to urge you to revisit the metrics imposed state wide that are preventing our schools from re-opening - particularly for those in the younger grades. Here's why:

1. There are countless articles discussing the low prevalence of covid among young kids and the low risk of them being main transmitters of the disease
3. There is shocking data in terms of how many women have dropped and will continue to drop from the workforce in order to take care of children
4. Pretty sure a school is safer than the "pods" that are springing up everywhere to help cope with the situation.
5. Finally, and most importantly kids are suffering -> their education, their mental health, their social skills, etc is being affected, and it's affecting those with low income even more.

In addition to the above, I'm not sure why schools would have state wide imposed metrics, but non essential businesses like bars and salons as well as university dorms remain open. The actions taken to impose a state wide re-opening on all private and public schools while not imposing the same metrics on other businesses that gather is strange if the goal is to stop the spread of diseases.

Why not let **each school** decide what they do while of course enforcing the previously stipulated guidelines (which schools spent countless hours working on) in terms of safety (masks, temperature checks, # of students limitations, distances, etc)? If we see a sizable impact to the numbers AFTER schools open, then by all means, please shut the schools, but please give them a chance.

Thank you for your consideration and your efforts. I know these decisions are not easy to make.

-Kalpana Berman

From:	Karen Nicholson
To:	StateBoard Public Email; GILL Colt - ODE
Subject:	PLEASE REOPEN OUR SCHOOLS
Date:	Thursday, October 15, 2020 10:00:57 AM

The COVID metrics are impossible to meet and I feel we have a much greater concern now over the health and well-being of our children. They have been isolated. They have not been able to play and socialize. They are gaining weight,and are unable to participate in team activities. The self esteem of both of my children is suffering.

2 Hour co-hort windows while a start are a logistical nightmare for working parents. I'm swapping hats all day long - employee, mom, employee, mom. THIS IS CRAZY MAKING. Please open up our school ASAP.

-Karen

From:	Katie Dusschee
To:	StateBoard Public Email
Subject:	Public Comment: CHOICE
Date:	Wednesday, October 14, 2020 7:14:09 PM

Hello, I am writing today to ask that you please consider giving families the option for in person learning. The current metrics are simply unattainable. The longer our children remain in distance learning and out of the classroom is going to have damaging effects to their emotional, physical, and overall health. Especially academically. We should have the choice for either distance learning OR in person learning.

My son started kindergarten this fall. He goes to a smaller public charter school along with his 2 cousins, whom I watch 2 days a week. On those 2 days I'm juggling grades 3rd, 1st and kinder as well as their sister who can actually go to preschool. And a 1 year old baby. Their teachers are working their tails off and the kids are still falling behind. I fear that the kids are not at grade level. My sons kinder teacher is amazing and when we have google meet parent meetings with her I want to cry for her. She is under an unimaginable amount of stress. She wants the kids in the classroom. Trying to teach 24 kids how to read and write through a computer is not ok.

She let us parents know she's only able to get through about a THIRD of the work with the kids that she would normally be able to get through in the classroom. This kills me. How is this setting my son up for a great start to his education. He's a child who likes school, wants to learn. He's online with his teacher from 8am-11:50am. Asynchronous work 12:30pm-2pm. He's 6 years old and frustrated, my home is not school he says.

Please relax the metrics. We really will be OK.

Thank you,

Katie Dusschee

Sent from my iPhone

From:	kehlamiller@gmail.com
To:	BROWN Governor; colt.gill@state.or.us; SEN Baertschiger; SEN Findley; SEN Beyer; SEN Boquist; SEN Burdick; SEN Courtney; SEN Dembrow; SEN Fagan; SEN Frederick; SEN Gelser; SEN Girod; SEN Golden; SEN Hansell; SEN Hass; SEN Heard; SEN Johnson; SEN Knopp; SEN Linthicum; SEN Manning; SEN MonnesAnderson; SEN Olsen; SEN Prozanski; SEN Riley; SEN Roblan; SEN SteinerHayward; SEN Taylor; SEN Thatcher; SEN Thomsen; SEN Wagner; SEN Boles; KCameron@co.marion.or.us; SABrentano@co.marion.or.us; cwillis@co.marion.or.us; JFRITZ@co.marion.or.us; REP Zika; REP Witt; REP Wilson; REP Williams; REP Wilde; REP Wallan; REP Stark; REP Sprenger; REP Sollman; REP SmithD; REP SmithWarner; REP Smith G; REP Schouten; REP Sanchez; REP Salinas; REP Reschke; REP Reardon; REP Rayfield; REP Prusak; REP Power; REP Post; REP Piluso; REP Owens; REP Nosse; REP Noble; REP Neron; REP Nearman; REP Nathanson; REP MooreGreen; REP Mitchell; REP Meek; REP McLain; REP McKeown; REP Marsh; REP Lively; REP Lewis; REP Leif; REP LawrenceSpence; REP Kotek; REP KenyGuyer; REP Holvey; REP Hernandez; REP Helt; REP Helm; REP Hayden; REP Gorsek; REP Gomberg; REP Fahey; REP Evans; REP Drazan; REP Doherty; REP Dexter; REP Clem; REP Bynum; REP BreeseIverson; REP BoshartDavis; REP Bonham; REP Barreto; REP Barker; REP AlonsoLeon; StateBoard Public Email
Subject:	REOPEN School
Date:	Wednesday, October 14, 2020 6:22:19 PM

To whom it concerns:

I, again, am writing in hopes of being heard and represented by our state representatives to get our students back into school.

The staggering data that shows how much harm the isolation (social, mental, emotional, physical) from the pandemic is causing our children is scary. Teachers, parents and students are pleading to get back into their classrooms!

My children (13, 7 & 5) were devastated after last nights phone call regarding distance learning being extended to February 1st. This is so incredibly unacceptable and infuriating! The fact that grocery stores, bars, restaurants, and porn shops for God sake are open, but yet our children are being used as political pawns! Our sweet, innocent, should be thriving youngsters are being held hostage from a precious education to prove or gain some sort of political stand.

So, I beg, for once in 2020 do something worthwhile and to prove you give a damn, REOPEN SCHOOLS!!

Regards,
Kehla Miller

Sent from my iPhone

From:	Kellee Rigdon
To:	StateBoard Public Email
Subject:	Public Comment: Education
Date:	Thursday, October 15, 2020 6:35:09 AM

Hello,

Writing this email is completely out of character for me, but I feel that it is time that parents take a stand and have their voices heard.

In my opinion, and I know I am not alone in this, it is time for our kids to get back to school. It is time for them to have some sense of normalcy back in their lives. Online school time is just not a good option for many (likely even most) kids. As an educator you have to know that there are many different learning types, and through the screen not all of these are being met. Many many kids who thrive in the school environment are now just barely getting by. And it's not for a lack of effort, these kids are working hard all day and not seeing the results. When you are talking to your kids through a screen, you are losing the personal aspect that helps you understand them individually, and you aren't understanding what they need to do better. When you communicate through a screen, you lose an important part of the understanding process, and many times things get lost in that type of communication. You have families that are fighting and struggling to get through the day because the load is so heavy on parents- who still have normal day jobs by the way- and we are working hours on hours to just get through work and school. Then take away sports, which MANY students from middle school to high school often use as a motivator to help keep their grades up, to WANT to do the school work. The number of kids that are feeling defeated is mind blowing. For the record, none of this is saying the teachers are doing a bad job, our teachers are amazing and are doing the best they can.

I'm not here to say that coronavirus isn't real. But the fact is there are many other viruses and sicknesses as well, that can also be harmful. We don't hold our children back for them. Really, by keeping them in and away from others we are just going to see a huge decline in good immune systems making everyone much more susceptible to catching any and all sicknesses. This prolonged period of keeping our kids away from a normal life is doing more harm than good. Their mental health is declining, their grades are declining. And that's just the kids that we know are otherwise safe. What about the kids who now have no safe place, who don't have access to food... sure, schools hand out free breakfast and lunch - what of the kids who have no way to access it? There are so many flaws with this design of not allowing our children to leave their homes. Too much harm has come from this. Not to mention the teachers, at least in my community, are also itching to get back to a normal day in class because they see the effects all this is having on their students. I would be willing to bet there are more teachers that want back to class than those that do not. Oh...and then there's the number of student withdrawals from the school districts so they can be homeschooled or do actual online learning versus distance learning. This is taking money from our district's, but is only going to increase because distance learning is not working.

It's time to let the parents and the kids have a voice and it's time to let them move forward and not take anything else from them. Let those that are most impacted be a part of the decision.

Thank you for listening.

From: Kelly Martin
To: StateBoard Public Email
Subject: School need to be opened
Date: Wednesday, October 14, 2020 6:29:19 PM

Dear School Board

I am imploring you to make metrics that are possible to have kids be able to have in person school.

Distance learning is not working for families and is making the disparities between children even more pronounced!

Without school, recess and sports childhood obesity is on the rise (which is a risk factor for COVID) and mental health is on the decline. According to OHA there have been 512 suicides to date in Oregon!

We can do better !

Kelly Martin

Sent from my iPhone

From:	Kerstan Ruffer
To:	BROWN Governor; StateBoard Public Email
Cc:	HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; RUSSELL George - STBRD; SCURLOCK Jennifer - STBRD; WHEELER Bridgett - STBRD; VELIZ Anthony - STBRD; colt.gill@state.or.us; nik.blosser@oregon.gov; candance.pelt@ode.state.or.us; READ Tobias; Beverly.clarno@state.or.us; lindsey.capps@state.or.us; hilda.rosselli@state.or.us; cheryl.l.myers@state.or.us
Subject:	Open the schools and allow IN PERSON education to happen!!
Date:	Wednesday, October 14, 2020 2:37:11 PM

Dear Governor Brown and decision makers at the Oregon Department of Education,

I am imploring you to please please **please let our kids return to IN SCHOOL IN PERSON education** as soon as possible. Please change the metrics and let our kids return to IN PERSON learning. It is ABSOLUTELY possible to do this, and our kids can return to school safely. Please make this an option for all Oregon students. Failure to do so will continue to harm our kids, and our kids will continue to fall farther and farther and farther behind the rest of the country. Screen time is out of control, and the mental health of our students is paramount. Please allow our schools to open.

Oregon has one of the lowest COVID transmission rates yet the strictest metrics for kids to return to actual school. Our current situation has shown us that the pandemic will be here for a while and that we need to learn to live with this pandemic. ALL OTHER STATES have allowed their students to return to school and ALL OTHER STATES have learned to live with this pandemic... yet here in Oregon our students are still not allowed to return to school... and it's AWFUL FOR THEM. I'm good friends with people all over the country and I have personally spoken with friends and relatives in New England, the northeast, the south, the midwest, the southwest, and California. EVERYONE I have discussed this with is grateful that their kids have been in school either in some type of hybrid model or even FULL TIME!!! My twin sister's kid is going to school FULL TIME in San Francisco!! IN PERSON FULL TIME SCHOOL!!!

I find it absolutely infuriating that as we've all been living with the ongoing pandemic, we have made adjustments to lifestyles and situations so that we can continue with our lives yet schools have remain closed. Dance classes are open, gymnastics classes are happening, Taekwondo is happening (and my kid earned a Black Belt in person while wearing a mask... and goes to in person classes), horse shows are happening, club soccer and all sports are happening... AND restaurants, bars, and loads and loads of non essential businesses are open. One of my kids went and got her NAILS done recently. Her NAILS!! The other two got hair cuts a couple of weeks ago. HAIR CUTS!! Malls are open, Target and Walmart and indoor places with zero windows are open, and ALL SERVICES EVERYWHERE are open... EXCEPT for schools. I find this so so so SOOOOOO beyond disheartening that **the rest of the ENTIRE NATION is allowing kids to go to SCHOOL** and here in Oregon EVERYHTING IS OPEN... EXCEPT for schools.

Myself and loads and loads and LOADS OF OREGONIANS want in person learning to be an option for those who choose to take it. In our district, some families have committed to one full year of online learning. The rest of us want the OPTION of a Hybrid plan that our district is ready to implement as soon as we're allowed to do so; truthfully we want full time in person learning right away. ALL OTHER STATES have allowed kids to return to at least half time actual school, and I don't want my kids here in Oregon to continue to fall behind educationally.

Please recognize that by NOT changing the metrics and by NOT allowing our kids to have in person school, you are continuing to harm them. Students are having an extraordinarily difficult time with the online learning, and bottom line is that Distance Learning is ineffective. Even kids who "seem to be OK" have long stares as they are in front of their screens quite literally ALL THE TIME. Our kids are falling farther and farther and farther behind EVERYONE ELSE in the nation. Please change the metrics and allow our kids to return to in person, actual school. We need to move forward, and we need to live with this pandemic. Our schools are ready to open up to in person learning, safety protocols will be followed, and our COVID numbers will not be affected by in person schooling.

Thank you very very much.

Sincerely,

Kerstan Ruffer
mom of 16 1/2 year old, 15 year old, and 12 year old

From: Kim Harroun
To: Kim Harroun
Subject: Damaging to children.
Date: Wednesday, October 14, 2020 8:12:14 PM

The “Great Barrington Declaration,” a petition from over 3000 infectious disease experts and medical practitioners, encourages the governments of the world to abandon the current Covid protocols of social distancing, masks, and school and business closures in favor of spending resources protecting the elderly and those with comorbidities and letting the remainder of the population subject themselves to covid. They maintain that we have the medical treatments that render the disease relatively harmless for most of our population.

These experts maintain that our best shot at eradicating covid is the attainment of herd immunity. They say that the covid safety protocols are potentially more damaging than the disease.

I can attest to the damage done to children from the horrid state of “distance learning” in public schools. I was helping out a grandchild with this process while Mom was dealing with her two younger boys. The kindergartener was initially eager and excited to attend school. After two weeks of confusing and stressful attempts at distance learning, he told me “I’ve had enough of this!”

We were fortunate to be able to get him enrolled into a private school kindergarten. He is back to being excited about learning.

I feel sorry for the young parents who cannot afford the alternative of private education. Their kids are being screwed out of the education our taxes pay for.

All in the name of an ineffective attempt to “control” a virus that will run its natural course anyway.

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: Dear Oregon Leaders...
Date: Wednesday, October 14, 2020 5:06:02 PM

Dear Oregon Leaders,

Last night I sat fighting back tears as I read one Facebook post after the next from parents who are heartbroken and defeated after learning yesterday that Governor Brown has moved the goalpost yet again so that students will not be able to return to in-person learning until at least February. I'm apart of multiple FB groups comprised of thousands of moms and concerned parents/guardians. I heard stories of suicides, suicidal thoughts, deep depression and anxiety, poverty, abuse, students who have gone completely off the grid, anger and every other emotion you can imagine. Parents and many teachers feel absolutely helpless and have no control over their children's education, a right that is granted to us under the Oregon constitution. Families are having to choose between their jobs and being home to help their kids with school. They are facing impossible and unnecessary choices. Dr. Scott Atlas, a recent addition to the President's coronavirus task force, recently said that "extended lockdowns and closures are a luxury of the rich and privileged." He is absolutely correct. In a state where there is currently a lot of talk about the subject of 'privilege' the fact that OHA and ODE are making decisions in favor of the privileged who are able to adjust their schedules to allow for distance learning is absurd. Additionally, even those of us who are able to be home with our kids are discovering the extremely negative impact on their physical and emotional well-being.

The metrics that have been established by OHA are completely unrealistic and unattainable. Covid-19 is here to stay and we cannot continue to do this indefinitely. Governor Brown and her team are ignoring the recommendations of the CDC, the American Academy of Pediatrics and the World Health Organization. They have their own 'science' that they claim is informing their decisions but none of it is supported by actual science and data.

The mandates and measures essentially lead me to believe that our Oregon government is 'trading lives'. They have decided that the lives of those who 'might' get the virus and are in a higher risk category are more important than everyone else's lives. And with a 99% survival rate across almost all demographics up through the age of 50, it is unconscionable that students are paying the highest price of all. Washington state schools are opening and their restrictions fall under the category of 'guidelines' instead of mandates. Even NYC is going back to in-person learning all the way through high school. All around the world schools are reopened and managing to stay open because they realize just how vital it is not only for students and parents but also for entire cities. The number of cases her in Oregon does not justify the extended closures in any way, shape or form. In fact, we shouldn't even be talking about cases. It was also supposed to be about keeping our hospitals from being overwhelmed and they never have been.

What we need now are some heroes. I am aware of the fact that the Republicans are in the minority. It's something that I am constantly reminded of by our representatives anytime I ask for help or question why nothing is being done. And while that is true, it doesn't mean that the Republicans in the house and senate are simply seat-fillers. I've sent many emails and letters to representatives and have only ever heard back from two members of the Republican party. I'm calling on all of you to get louder. We should be hearing our representatives demanding that schools reopen. We should be hearing you on the Lars Larson show and on FOX news and calling into Rush Limbaugh. We should see press conferences in front of the capital with all of our representatives calling for schools to reopen. We should see press releases and posts on the Senate Facebook page. Families are in desperate need of a voice and we rely on our representatives to actually represent us. The Republican party will never be in the majority if citizens don't see an effort to go to bat on our behalf. You did that when it came to Cap & Trade and now it's time to do that for our students. Two representatives in CA are currently going to court with Governor Newsom and there are many other options that can be pursued to let Governor Brown know that she cannot continue in her tyrannical ways.

I'm asking you on behalf of the thousands of moms and teachers I saw last night pouring their hearts out in grief and pain to PLEASE do something!

Thank you,
Kim Harroun

Practice Administrator, Mom, Voter

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: Pediatricians and public health experts prediction.
Date: Wednesday, October 14, 2020 5:06:53 PM

Pediatricians and public health experts predict a potentially dramatic increase in childhood obesity this year as months of pandemic eating, closed schools, stalled sports and public space restrictions extend indefinitely.

https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.statesmanjournal.com%2Fstory%2Fnews%2Fhealth%2F2020%2F10%2F14%2Fchildrens-obesity-study-covid-fuels-eating-disorders-family-stress%2F5921953002%2F%3Fcid%3Dfacebook_Statesman_Journal%26fbclid%3DIwAR1gVfmt9Zej2SBNvHn84TtpSI-5cPLU2kyoIf2KFymicdB-DLeekpSQqA0&data=02%7C01%7CStateBoard.PublicEmail%40ode.state.or.us%7Cffad989d163d4ee937b808d8709e37b6%7Cb4f51418b26949a2935afa54bf584fc8%7C0%7C0%7C637383172127512675&sdata=2ZndZ9ME%2F53NHjvpKOzwS3D8FrSMYKhU9l3oG6vapn8%3D&reserved=0

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: What we need now are some heroes.
Date: Wednesday, October 14, 2020 5:08:47 PM

What we need now are some heroes. I am aware of the fact that the Republicans are in the minority. It's something that I am constantly reminded of by our representatives anytime I ask for help or question why nothing is being done. And while that is true, it doesn't mean that the Republicans in the house and senate are simply seat-fillers. I've sent many emails and letters to representatives and have only ever heard back from two members of the Republican party. I'm calling on all of you to get louder. We should be hearing our representatives demanding that schools reopen. We should be hearing you on the Lars Larson show and on FOX news and calling into Rush Limbaugh. We should see press conferences in front of the capital with all of our representatives calling for schools to reopen. We should see press releases and posts on the Senate Facebook page. Families are in desperate need of a voice and we rely on our representatives to actually represent us. The Republican party will never be in the majority if citizens don't see an effort to go to bat on our behalf. You did that when it came to Cap & Trade and now it's time to do that for our students. Two representatives in CA are currently going to court with Governor Newsom and there are many other options that can be pursued to let Governor Brown know that she cannot continue in her tyrannical ways.

I'm asking you on behalf of the thousands of moms and teachers I saw last night pouring their hearts out in grief and pain to PLEASE do something!

Thank you,
Kim Harroun
Practice Administrator, Mom, Voter

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: Comprehensive distance learning is not working for many families...
Date: Wednesday, October 14, 2020 7:11:46 PM

Comprehensive distance learning is not working for many families mine included. It is especially difficult for students who have disabilities, single parent families, hourly waged worker families who do not have the option to work from home, and our youngest most educationally vulnerable learners.

Equity has died.
FAPE (FREE APPROPRIATE PUBLIC EDUCATION) has died.
Child find has died.
Learning has died.

I cannot phantom meetings this summer and fall between policy makers and educators and no one raised tough questions about equity, FAPE, IEP goals, accommodations, and equal access. But apparently that's what happened.

- Kim

From: Kim Harroun
To: Kim Harroun
Subject: Damaging to children.
Date: Wednesday, October 14, 2020 8:12:14 PM

The “Great Barrington Declaration,” a petition from over 3000 infectious disease experts and medical practitioners, encourages the governments of the world to abandon the current Covid protocols of social distancing, masks, and school and business closures in favor of spending resources protecting the elderly and those with comorbidities and letting the remainder of the population subject themselves to covid. They maintain that we have the medical treatments that render the disease relatively harmless for most of our population.

These experts maintain that our best shot at eradicating covid is the attainment of herd immunity. They say that the covid safety protocols are potentially more damaging than the disease.

I can attest to the damage done to children from the horrid state of “distance learning” in public schools. I was helping out a grandchild with this process while Mom was dealing with her two younger boys. The kindergartener was initially eager and excited to attend school. After two weeks of confusing and stressful attempts at distance learning, he told me “I’ve had enough of this!”

We were fortunate to be able to get him enrolled into a private school kindergarten. He is back to being excited about learning.

I feel sorry for the young parents who cannot afford the alternative of private education. Their kids are being screwed out of the education our taxes pay for.

All in the name of an ineffective attempt to “control” a virus that will run its natural course anyway.

- Kim

From:	Kizzy Peters
To:	Nik.Blosser@oregon.gov
Subject:	OPEN OUR SCHOOLS..... NOW
Date:	Wednesday, October 14, 2020 1:00:46 PM

To the people that have the power over our children's mental development,

I am writing to you once again to express my concern for Distance Learning and the long term impact that it is going to have on our children. Unfortunately, it seems as though the parents are the only ones that are concerned about our children and our elected officials have a different agenda. Not only our elected officials but the people that are in the position to make decisions for our children's future and school. If we are basing these decisions on science, then our children should be back in the classroom with their peers and their teachers.

I have seen first hand how Distance Learning is failing our children. I work with a child that has ADHD and to make him sit in front of a screen all day and do work IS NOT what he needs to do. He needs to be in a classroom working with his teacher. He is going to be so far behind for his grade level. The strain that it puts on the family and him is not worth it.

My own child who is in 8th grade this year and usually loves school is hating every minute of it this year. Fortunately, for our family I am able to stay home and make sure he gets his work done and help him with anything he needs. I know there are several families who aren't as fortunate. These kids will also be way behind their grade level. Not to mention the sucide rate is climbing. Our children are literally dying to be in school. How can you sleep at night knowing that? Our children are so depressed from being forced to stay at home, not have the social interactions they so desperately need and they are ending their own lives.

It's time to do what's right and let our children back in school.

Thanks,
Kizzy Starbuck

From: kristen ross
To: StateBoard Public Email
Subject: Open Bend Lapine Schools
Date: Thursday, October 15, 2020 8:47:57 AM

It is time to look at the SCIENCE that you all have been preaching about for months... the SCIENCE is showing that school age children should be in school. Read the Great Barrington paper submitted by the top Scientists in the field. Our children are suffering, everything else is open, at least offer the in school option for parents and teachers who want to get back to normal life not the “new normal” I hear my kids teachers preaching about. The people that are worried parents and teachers alike should stay at home, and “learn” to use that loosely online. Everyone else should be back in school.
Kristen Ross
Bend, Or.

Sent from my iPhone

From:	Kristine Solomon
To:	StateBoard Public Email
Subject:	Please help !
Date:	Wednesday, October 14, 2020 11:24:09 PM

To whom that will listen with action ,
I am a parent of four kids . I am writing this email as a concerned parent . All of my thoughts and opinions are my own . I do not act on , behalf of any organization. All of my kids are struggling with distance learning. They are making it work daily. I am teaching them to push thru barriers and do what needs to be done . It is hard , my kids have many crying sessions over the week , they are frustrated . I am frustrated for them .
Our District has rose to the occasion and within the guidelines is working with our families . The educators of our school District are wonderful , caring people . They have a passion and a drive to deliver the best education that distance learning allows . I have seen and heard them do great and work to teach kids virtually .

I know that Covid 19 is dangerous and that without restrictions , it can be deadly for some . There are other concerns also . My 6 year old twins were kindergartners last year . Their first year of school started with school to be closed and a gross approach to distance learning . These years are the foundation for their education. My kids want to go to college , that want to be successful . My concern is that if school is starting with so many obstacles , is this shaping their opinion of education .
My 16 year old niece went from loving school , varsity cheer leader to someone that doesn't enjoy school and is doing what she can to keep her grades up . She also wants to go to college and has to push herself past her feelings to get a good grade . She used to love getting up ,attending classes , seeing friends and finishing her day with cheer practice or games .
My oldest son struggles with focus and is on a IEP . Sitting in front of a computer for 6 calls a day is not education . He requires in -person one on one education in addition to a classroom for social and learning .

I in trust my kids to our school system and have confidence , in their ability to reach my kids , on a level that I can not . I know they can teach kids how to wear masks at school . I know they can teach kids how to wash hands at school . I know that they can teach kids to social distance . My question is why don't you believe that . By not allowing kids the chance at a in-person education . You are saying to me that you do not have confidence that our educators can keep our kids safe and do these simple tasks .
Mental health to me and my family is just as important as physical health . Right now our mental health is being traded without our permission for a chance that we or someone we know may get sick . Me and my family are not okay with that.
I am also concerned that myself and others have had to go out on leave to perform school with our children . We have educators willing and most of them wanting to do this in person . If school continues to be distance leaning into the Spring . Many parents and myself may have to quit or jobs . This causing more issues for our families and our economy .

The reality is Covid 19 is real and can be transmitted anywhere . My kids can go to the grocery store with 400 strangers and that is okay . My kids can got to church and that is okay . My kids can go to a mall and that is okay . Why can my kids not go to school ?

I am asking that this email be read by the many people that make decisions for my kids and all kids in Oregon . I know that this is a partnership with our State Government and you the

school board . Our kids deserve to be given a chance . Our educators deserve the chance to teach our kids these new life lessons . I believe in the Educators that teach reading math and other subjects . I believe they can teach kids how to be safe , in a classroom .Thank you for your time !
Concerned parent of Katelyn , Jonathan , Annabella and Gabriel .

From:	Laney Cordle
To:	StateBoard Public Email
Subject:	Public Comment: History Standards and Assessment
Date:	Wednesday, October 14, 2020 9:35:01 PM

Dear Oregon Board of Education Members,

My name is Laney Cordle, and I attended two Oregon school districts during my school career. I was in the Lebanon School District for eight years, and graduated from the Scio School District in 2019. As I am now in my third semester of college courses, I am discovering that my education was severely lacking in providing knowledge regarding social studies and civics. I graduated with a GPA above 4.0 so it's not from a lack of trying, but there are many important parts of the country's history that I don't know about. I did not know about the United State's involvement in immigration, and I was only taught the very basics of slavery and the Civil Rights Movement, as well as many other topics. The standards in place now are very vague and limited, and how students' knowledge is assessed is too optional.

In one of my courses we have a new discussion each week with our peers, the topic of the first month was immigration, and the second is about racial issues. Almost every week my peers and I, who mostly received a public school education in Oregon, write about how shocked we are to find out this new information and that we weren't taught it in school before. For example, we all knew that immigrants usually leave their countries because of violence or poverty, but most of us had no idea how those countries came to be that way. In each of the Northern Triangle countries where a huge number of immigrants come from, their problems stem directly from US involvement. Additionally, we are currently talking about how Black Americans were treated post-emancipation in regards to lynchings and a racist housing system. While each of us remember very briefly hearing about lynchings and their impact, we didn't know what it really was and how big of an impact it had. We had never heard about redlining and housing riots. People are feeling like their education has failed them because they had to go to college and take a specific class to learn these things, while everyone else that doesn't go to college or doesn't take a class that teaches this may never know about it.

With all of the problems that we face today it can be hard to figure out a way to improve them, but I think we could do just that for many issues if our education about our history was not glossed over and was more inclusive. We learn of the Holocaust in great detail in the US and I was taught about the Rwandan genocide of the Tutsi for weeks, but the bad things that have happened on our own soil and by our own people is sugar coated or disregarded. The Japanese internment camps here were barely talked about in comparison to concentration camps in Germany. If people aren't taught about our history and how it is affecting the current world that we live in, people can't make their own informed decisions. The way that people think and how they live their lives are extremely influenced by their knowledge of the past and how educated they are about the current state of the world, so when some parts of our history are taught and some aren't, then people's decisions and opinions are skewed. It has come up many times in discussions with my peers that we wonder what the country would be like if people were less ignorant to our history and what role it plays today. Students are often told that we have to learn about history so that it doesn't repeat itself, and that we need to learn from our mistakes. How can we learn from our mistakes if we don't even know about them? Oregon schools need more specific and inclusive history standards and an assessment to ensure that students know about our history.

Thank you,
Laney Cordle

From:	Clint Lori Spencer
To:	StateBoard Public Email
Subject:	Students need to go back to school
Date:	Wednesday, October 14, 2020 9:26:28 PM

Hello,

I am writing to try to communicate my frustration and disappointment with how this school year is going for my high school senior. Beyond missing all the fun things seniors normally look forward to as a culmination of twelve years of hard work and anticipation, he is missing out on a quality education and final preparation for life after high school. I do not mean to criticize our teachers; virtual learning is not an adequate substitution for in person teaching.

My son is struggling with the format of distance education. He misses the interaction with students and between students and the teacher. He is feeling discouraged over his difficulty in understanding. His mental health is suffering due to lack of interaction with peers.

His senior year was supposed to be filled with opportunities to fine tune his plans for the future. Job shadows, internships and college visits are either nonexistent or virtual. The future of sports is uncertain. School clubs are cancelled.

I implore you to allow students, whose parents approve, to return to the classrooms! The risk of Covid-19 complications or death is extremely low for children. I have heard that the youngest students will be allowed to return first. While that may make sense from a standpoint of older students more easily working from home on a computer than younger students, I believe the middle and high school students are suffering just as much. Teachers and students at the high school level can easily wear masks and maintain social distancing during instruction, especially with an A and B schedule where half of the students are in the building at a time. The teachers can speak from behind plastic shields. Surely adequate precautions can be developed.

Thank you for your time and consideration,

Lori Spencer
Hermiston, OR

From:	maia barnes
To:	StateBoard Public Email
Subject:	Schools reopening and a plea from a former teacher
Date:	Wednesday, October 14, 2020 9:25:11 PM

To whom it may concern;

These last few weeks of attempting to distance teach my children have been difficult in many ways.
From having a child in kindergarten who tries to leave his “live” teaching daily .... a second grader who also needs my constant help and a fourth grade child who is trying her best and seems to be getting some learning done I will tell you we are giving it through October and we will reassess and pull from our local school which breaks our heart.

Our teachers are working so hard and feeling as though students aren’t even learning from this form is teaching.
I taught kindergarten and first grade in the Woodburn school district for seven years before staying home with my own kids. I just began subbing and when covid hit we did our best at helping our friends however we could.

I implore you to revisit the metrics that you have put in place. My family is helping out a single mother who’s working multiple jobs to make ends meet.
We are helping her do her distance learning and what saddens me greatly is so many children who aren’t even doing school because they have no one.

Today I started crying after my second graders live meeting because she was so sad that her teacher didn’t know she was there.
We figured out later somehow we were in the call and her teacher could not see her or hear her. The sadness and emotional trauma this caused to her and I today in her math lesson is something we will work through the rest of this week .

Small seemingly insignificant things like what we experienced are sadly going to continue to happen and if we cannot open our schools like every other state in our country then I am saddened at the hundreds and thousands of families and students who will leave the public school system what that will do to families.

All of my students’ teachers want to be in the classroom and the fears of having a loss of teachers I am here to say I interviewed multiple times this spring! I am a willing teacher who speaks Spanish and is reading and ESOL endorsed.

If I am struggling with my own three children to make distance learning work and have my own curriculum waiting to be ordered ... then how on earth are families with two working parents or like my friend Angela... how are they making it work?!

Please reconsider and let’s open safely and stop the sacrifice of our children’s lives and education and emotional stability.

Thank you for your time and consideration.

Maia Barnes
Mother and teacher to an almost 10 year old, 7 year old and 5 year old

** I have attached some reading and science for you about how covid has not been spread through daycares open during this entire time.

https://pediatrics.aappublications.org/content/pediatrics/early/2020/10/12/peds.2020-031971.full.pdf

--
MAIA BARNES

From:	Maria
To:	StateBoard Public Email
Subject:	Public Comment: Distance Learning
Date:	Thursday, October 15, 2020 12:26:39 AM

To whom it may concern,
I, Maria Evinger, mother of a first grade boy in Redmond, Oregon, am very concerned with the way our children's education has been tossed to the curb. It feels as though there is a "good enough" attitude toward our children's education, to our future leaders, scientists, doctors, lawyers and etcetera. The options that we have been given are not good enough! Children need the time in school with hands on teaching with an experienced teacher helping them learn as it has always been. I understand that we live in "unprecedented times" however, that does not mean that we leave our children's education on the back burner. This issue is on the forefront of all minds of all the moms with school aged children that I know. It is a constant stressor which is leading to depression within homes, students and parents likewise. Homes are no longer a sanctuary from the outside world. Our days are now filled with hours of struggle to get our children to write four words on a piece of paper. Then, fumbling through the hodgepodge technology sites that our school districts have had to throw together to turn in those four words on a piece of paper. The tension within our household like so many others is palpable. My son is 6, how is he expected to go through a lesson when he still can't read because he has be deprived of months of his very fist year of school? Now, I, with two other children at home have to sit for hours helping him get through the lessons on the computer all the while my younger two are being deprived of my attention and patience because I just have to hurry up and help my son get the schoolwork done. People who have children know, kids don't listen to parents so it takes so much more from a parent to help them learn. I have tried so hard to get my son to read, I know he can do it, but he won't for me. Our kids need teachers in a classroom to do what they do best and do what parents can't. When did a child in a classroom become not ESSENTIAL? Our children's education is the most important thing for our family right now and we are being ignored. When will our voices be heard and acknowledged? When will our kids be heard? Please, help us get our children back in their classrooms!

Thank you.
Sincerely,
Maria Evinger

From:	Megan Melady
To:	StateBoard Public Email; colt.gill@state.or.us
Subject:	Return to school
Date:	Thursday, October 15, 2020 7:58:51 PM

I am writing as an unemployed parent of a 4th grader and 7th grader in PPS. I am asking you to please consider relaxing the ridiculous metrics required for school to resume.

To start, I was laid off from my job in April, and have to put my career on hold while we are dipping into savings on one income so I can homeschool. My 4th grader has ADHD so I have to supervise him all day. Being online from 8 to 1:45 with live class and only two breaks is not sustainable. He is exhausted by the end of the day.

My 7th grader is isolated and depressed. We moved from N. Portland to SW Portland before last school year started, so she started 6th at a brand new school. She had just somewhat started making friends before COVID hit and schools closed. She is extremely isolated. Her classes all have videos off, and no interaction at all. She cried the other day saying she just wanted to go back to school. She is not the student she used to be. Her grades are bad, she has NO motivation to do the enormous of individual work assignments she gets because she is in her room ALL day, doing school, on her phone. This is SO bad socially and emotionally for these kids, especially middle schoolers. I worry about her. I could care less if she gets Covid it it is the choice between deep depression and Covid.

We have one of the LOWEST rates in the nation, yet we will likely be the very last to open schools. If you all keep these metrics, and school is out all year, our kids suffer, my family suffers as we eat away at our savings because I can't go back to work. The repercussions are enormous compared to the data on the risk of Covid. It is NOT a super spreader in schools. Data shows that.

I am begging you to please think about the big picture of this. This is NOT GOOD. Kids need to be in school.

From:	Melinda Burpo
To:	StateBoard Public Email
Subject:	Imperative to reopen schools
Date:	Wednesday, October 14, 2020 10:33:21 PM

Dear ODE,

I strongly request that you reconsider the metrics around re-opening schools in Oregon.

While I'm gravely concerned for my fifth and ninth grader who are experiencing shortened class times and altered curriculums in the Beaverton School District, I know it pales in comparison to the suffering experienced by those less privileged, including minority and special education students.

Why do we have to sit by and watch family and friends in other states, including those hardest hit like Florida, Texas and California have their kids go back full time while ours sit at home all year w/o even the opportunity for hybrid learning? Even our highest count ever today pales in comparison to the numbers in these high-risk states. It's maddening.

Teachers are essentials workers, just as those who work in grocery stores, hospitals, etc. They provide a vital and critical service to our society. We are a family of four. We are young, healthy, and have near zero interaction with anyone considered an "at risk" population for COVID. I monitor the daily Oregon statistics and I'm no more concerned about the risk to me and my children than I am getting in a car each day. In fact, I would guess that getting in a car brings much higher risk. As far as those teachers who are at high risk themselves or live in such an environment, absolutely - please make exceptions. Otherwise, they should be back in school teaching our children.

Aside from gravely impacting the many "at risk" children, even those who are fortunate will be at a disadvantage in competing for college placement against those who have not lost in-person school time. Oregon already lags far enough behind the national average in graduation statistics. Please don't make this worse.

You must reconsider the full impact of your decisions. Please reconsider.

Thank you,
Melinda Burpo

From:	Michael Cunningham
To:	StateBoard Public Email
Subject:	Oregon Schools and Youth Sports
Date:	Thursday, October 15, 2020 9:38:10 AM

Dear ODE,

I am the parent of two children in the Hillsboro School District. Carley is an 8th grader at Poynter Middle School and Cam is a 6th grader at West Union Elementary. We are getting by about the best that we can considering the circumstances, but it has been a struggle to keep our heads above water over these last 7 months. I know we are not alone and that there are so many other families struggling as well.

I'm writing to let you know that the current plans/guidance from ODE, Washington county, and Hillsboro School District (HSD) regarding distance learning and youth sports is not working. Our children's' education, physical health, and mental well-being have become collateral damage during the lockdowns. When Covid-19 started, we were good citizens. We understood that we had to do our part in order help flatten the curve. The overall goal was to ensure that the healthcare system was not overwhelmed. Society, as a whole, needed to work together to help decrease morbidity and mortality among the most vulnerable. Our children were asked to struggle thru online learning, isolate from friends, and having entire sports seasons canceled. I may not have agreed with a lot of the measures and guidance, but I understood that there was so much unknown about the virus that we had to be careful at the start. We are now 7 months down the road and I fear we are causing irreparable harm amongst our youth.

The Spring and early Summer were difficult. Online learning was full of frustration and both kids admitted that school was not challenging. Carley and Cam had their baseball/softball seasons canceled. We struggled to find activities that would keep the kids busy and fulfilled. We saw a large uptick in the amount of technology the kids were using. I'm sure this was a common theme for most families. An overall sense of melancholy and lethargy permeated our home. In June, Carley's club softball team was able to start holding limited practices because one of her coaches had a large workshop that he converted to a training facility. We understood the risks involved and welcomed the opportunity. Shortly into Summer, her team was able to play in tournaments in Newberg. We have been so thankful for the opportunity.

Unfortunately, Cam had no athletic opportunities during Spring and Summer As a board member for Liberty JBO baseball, I tried to persuade other board members to open up some sort of baseball program/camps for those families that were interested. Unfortunately, most board members were not interested in doing so for various reasons. One of the main reasons was that the district would not open up the fields at West Union. Cam had friends involved in club baseball who were able to practice and play in tournaments over the Summer. He was frustrated as he tried to understand why some kids had opportunities while others did not. Unfortunately, we understood that if a child was not already established with a club program, there was little opportunity.

Cam has some pre-existing mental health struggles which exploded in March and April. My wife and I quickly learned that athletics and socializing with peers at school were critical in managing anxiety. As August started to roll around, Cam was so excited for football to start. My wife and I, however, knew that football was not going to happen given the current guidance. We waited as long as possible to break the news to him. I contacted Liberty youth football about the possibility of converting to a flag program given new guidance at the beginning of September. There was no interest in doing this. Once again, a major issue why they did not think it could not be done was the closure of fields by the school district. Cam took the news of football pretty well as he was getting used to disappointment. Additionally, he thought that he would have Fall baseball thru Liberty. However, in late August, Liberty canceled their Fall season. His frustration was mounting and so was mine. He struggled in how to process his feelings about watching his sister play sports, while he could not. School was getting ready to start and he still had no athletic outlet. CDL began and Cam has been doing the best he can but has his struggles daily even with his mom home in the morning to help him. He gets frustrated by the technology interface which adds a fair

amount of wasted time compared to in-person learning. Additionally, there are periods of time where he is unable to access his teachers so that he can ask a clarifying question.

Carley is easy going and hardly complains, but I know she misses being able to attend school with her friends. Her grades are excellent, but it is hard to know if she is being challenged. I know most of the teachers are trying to do their best, but online learning is not an equal substitute for in-person learning, both academically and socially. Carley's club softball has been active since the Summer and is set to wrap up this weekend. She plays soccer as well and I'm happy to see that Hillsboro Parks and Rec has finally started to open up their facilities for the rec program.

Out of necessity, we continued to look for athletic opportunities for Cam. We found a flag football league holding games on Saturdays in Newberg. We found other families in the same situation who were looking for an opportunity. I ended up coaching Cam's team with two other dads. The team is made up of ten, 5th/6th graders from various Hillsboro elementary schools. We meet up 2-3 times per week to practice in Hillsboro and go out to Newberg on Saturdays to play a game. I cannot tell you how much it has done for Cam's mood as well as my own. I wish the season extended beyond 10/31 for these boys. After football, Cam would normally go into basketball thru the Liberty program. Coach Martin runs an awesome youth program and we were looking forward to the upcoming season. Covid-19 ended the season early last year, just before the state tournament which the boys had qualified for. I did not realize then that this was just the first of many disappointments for Cam.

I suspect that basketball will be a no go as well. BSD recently announced that there will be no in-person learning till at least February. I'm fearful that HSD will follow suit and basketball will be canceled as well. My wife and I have been worried about the continued lack of athletic opportunities in youth sports. Some other dads and I have talked about trying to put together a basketball team and practice a few nights per week during the winter. Again, the main issue will be finding a place to practice. I made a decision to not wait around to see if Liberty JBO and other rec baseball programs would be able to hold a Spring 2021 season. While not our first choice for an 11 year old, we had Cam attend a tryout for a club baseball program. He was accepted onto this team in Tualatin. The travel time and financial costs are a concern, however, we think that it is important enough for his overall well-being to make the sacrifice. Time will tell if this is the right choice, but given the current climate, we do not have much of a choice.

We are blessed to have the means to make these financial decisions. I'm sure there are a lot more families who may not have the financial means and count on local school programs for extracurricular activities and so much more. Some parents may not know better to continue to look for opportunities outside of their local city and school district. I wonder about all the kids who have traded athletics, band, choir, and drama for television, video games, and social media. We have no idea what the short and long-term consequences to the physical and mental well-being of our children will be as a result of the policies enacted over the last several months.

In my opinion, I believe we will see a sharp rise among youth in mental health problems, alcohol/substance abuse, academic decline, pregnancy, and suicide. I am not going to quote statistics or metrics at this time. I have no interest in debating politics. Covid-19 and the resulting policies should never have become political. Our children should never have become pawns. What we need is honest and open discussion amongst all parties regarding return to school, youth sports, and other extracurricular activities. Parents need to be a part of this discussion. There needs to be a willingness to hear alternative reopening policies for those families that are interested. One such alternative is the Great Barrington Declaration (gbdeclaration.org/) and I encourage you to browse the website. There will be some families that will choose distance learning and refraining from extracurricular activities out of concern for the virus. That is ok, because that is the choice they believe is right for their family.

I apologize for the length of this email, but all of it is necessary. I hope that there are many other parents reaching out to you with similar emails. I welcome the opportunity to be part of a conversation moving forward. As I mentioned at the start, what we are doing currently is not working. I cannot sit quiet and accept the status quo for another several months. I look forward to hearing back from you.

From:	Morgan Bors
To:	MARTINEZ-ZAPATA Guadalupe - STBRD
Subject:	Oregon Children
Date:	Thursday, October 15, 2020 7:27:09 AM

Mr. Martinez,

I am very concerned about Oregon's children. 90% of child abuse is reported by teachers and teen suicide rates are up in Oregon. Kids have been kept out of school for 7 months now and at a very minimum kids need to go back in small groups/half class sizes so all children can be accounted for. It is absolute child abuse and neglect what we are doing to the children of this state.

My boys are fine. Distance learning is great and I'm a stay at home mom and have the time for it. It's not my kids I worry about. It's the ones where school is their safe place and NOTHING is being done to watch out for them.

Please stop failing our children and talk to other states that are open and get their sub plans or whatever you can't figure out. This is an absolute must and if you care about our children please show us you do!

Thank you,
Morgan Bors

From: Morgan Ross
To: StateBoard Public Email
Subject: Public comment- please read this article!!!
Date: Thursday, October 15, 2020 6:36:32 AM

---

https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.oregonlive.com%2Fopinion%2F2020%2F10%2Fopinion-oregons-strict-school-reopening-guidelines-put-covid-19-burden-on-kids.html%3Ffbclid%3DIwAR3EUw793vZu3AGeMVTcgAr5oMVTATvjJYXEcKFh0rHPOkgfjDGFfC9_A8&data=02%7C01%7CStateBoard.PublicEmail%40ode.state.or.us%7C7fbd3fdc756645f363fc08d871201596%7Cb4f5141fb26949a2935afa54bf584fc8%7C0%7C0%7C637383729910484569&sdata=%2BtM6O4YxAJhK8UvSxq5RVUAjK7IqLAyjJZikWfB95b4%3D&reserved=0

From: Olava Goerges
To: StateBoard Public Email
Subject: Open schools- now!!!!!
Date: Wednesday, October 14, 2020 10:34:24 PM

Begin forwarded message:

From: Olava Goerges <olava@aol.com>
Date: October 2, 2020 at 9:43:41 PM PDT
To: colt.gill@state.or.us
Subject: Open schools- do it for healthcare !!!!

Hello Colt +ODE,

I am writing to share how absolutely shocked and upset I am about the state metrics required to open public schools in our state.
I am sure you have already heard of this issue from others…
I'm sure they have discussed how our metric is harder criteria to meet than other states…
I am sure you have heard that since we are only testing those exposed or who have certain symptoms (since we are low on reagent) our data is skewed..
I am sure you have heard this online learning is simply a joke (which it is)!!!..
Am I upset because I have two small children struggling online as I write this? YES – that is true! I literally watched my kinder age kiddo get dropped from the zoom call 5 TIMES this morning alone.. don't even ask me about last week!
I am sure you have been asked about why we have bars open and casinos and colleges – but not k-12?

I am sure you have heard so many things but I am not focusing on those things… I have a different perspective to share with you… a medical perspective.

I have worked in healthcare for 20 years and if there is one thing I can tell you it is that access to care is currently AT RISK in our state. In the specialty arena I work in we are almost ALWAYS low on staff (in any given year). Specialty arenas often mean higher stress environments and by nature it can be hard to retain qualified staff when they can find lower stress roles elsewhere…. Yet, we always persevere and do our best for our patient population in need of our services.

As a general rule my department of almost 100 staff has open positions to fill…. It is not uncommon to have positions open for over ONE year until we find someone qualified and interested. Then .. in comes covid.. and all hell breaks loose!

We had massive staff loss after covid hit:

1. We lost staff who did not feel comfortable not having PPE available (because of the massive shortage we had hardly any for weeks).
2. We lost staff who moved closer to their family as the pandemic made them feel the need to move closer to their relatives and support groups.
3. We lost staff who felt our state rules surrounding covid were too strict.. so they up and moved to a state with less restrictions.
4. We lost staff who retired early because of the overall concern for covid and risk w/ increasing age.
5. We lost staff who have a fragile family member and don't want them infected if avoidable…

Those are all things simply from Covid… nothing else.

Then you insert – NO IN PERSON SCHOOL IN OREGON – and we literally may have to close doors!!!

1. We are losing because they need to facilitate their children's learning!
2. The staff leaving can find childcare ... but those option won't help their kids LEARN Online or troubleshoot issues the child may face with technology (such as a kinder age kiddo hitting mute and unmute 50 times an hour
3. The staff who can find learning care cannot afford to PAY the tutor/teacher fees AND work … it does not come out in the wash…. If three kids cost 3500$/month for a tutor to help them with online learning and that exceeds the persons "after tax earnings" per month they are leaving their positions!!! (these are staff who are making decent income but often have a spouse also working… therefore having one parent leave the workforce is the more viable option for many of these families needing to help their kids with learning online).
4. We are losing staff to requests for "half time work" as they have a hardship of childcare learning needs and can maybe ask relatives to help teach their kids half the week and save 1000's of $ by doing so…. We are allowing them to decrease hours because we are desperate for them to NOT quit. But this also creates a bind because we cannot even try to "replace" their position when they are on decreased hours and are not fully resigning…. No one is seeking "now and then work" in the health field in the middle of a pandemic!!!
5. On another note / people are exiting thy health workforce arena - not seeking to enter it!! New healthcare graduates are often rethinking things and considering another field - this makes things even harder for recruiting dynamics.

At my medical center we are closing patient slots left and right… we have not enough staff to even run the equipment and not enough MD staff to even see the load of patients being referred to us.

What you need to prepare for as a leader in this state:

- Be prepared for your friends and family to have limited access to critical and speciality care…. Imagine a family member getting a breast lump and having to wait weeks or months for it to be imaged because there are NOT enough providers or support staff to do that exam?!
- Imagine a woman w/ a fetus who has a complex heart anomaly not getting diagnosed in time to deliver at a large center where support care exists for that newborn because she could not get the tests done in time for delivery to prepare for those fetal needs!
- Imagine your loved on having chest pain and trying to get an appointment and then they have a heart attack while waiting weeks for that appointment……!
- Imagine your loved one on the phone w/ insurance for hours or days to try and get care out of state where specialist have openings.. (because those states have schools open and those clinics actually have staff to run a full unit and care for the patients needing the care).

Covid hit the medical systems hard – YES – but schools being closed have impacted us 10 fold!!!!!!!!!!!!

I beg you to work to loosen our metrics so we can allow more cases to occur and schools can still open in person.

Even Washington state metrics are much more reasonable in my opinion.
We are low on Reagent - this means we are reserving tests for just the symptomatic or known exposure patients.
This means we have skewed data!
Not a true representation of percentage of state w covid ... only % of those tested who have to fit criteria to even get tested.
This is crazy....

Let us be sensible – lets not have such strict metrics to meet .. especially for k-3 where those kids cannot be left home alone!

This email is for our patient population needs in the state of Oregon.

It will only take a few more weeks of schools being closed before this mess will be SO massive we cannot turn back and open medical clinic doors back up at various clinics in this state.

I know 1000's of staff in healthcare in this state and they are seeing the same things I am seeing… finding time to even write this is hard…. You must see the full picture … there is so much more at stake than simply concern about "School covid Spread" and "school exposure risk."

I see covid + patients each week - my whole unit does.

These are patients with covid who are actively symptomatic. The patients wear a mask and we wear a mask (a regular surgical mask) and none of us are catching covid - none!!!!!
Masking and hand washing works- this cannot be denied.

Schools should be open NOW with precautions in place- this has gone on for too long already!

Sincerely,
Olava Goerges BS, RDMS, RVT

From: Ray Hartwell
To: WHEELER Bridgett - STBRD; VELIZ Anthony - STBRD; SCURLOCK Jennifer - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; RUSSELL George - STBRD; COLONNA Jerome - STBRD; HOWARD Kimberly - STBD
Subject: Please revise school reopening metrics so that students can get the in-person education that is their right
Date: Wednesday, October 14, 2020 8:20:04 PM

Board members,

I am writing to request that you revise school opening metrics to allow Oregon's students to access the quality, in person education they deserve. It is time to start treating schools as uniquely important, rather than as uniquely dangerous.

The current metrics are arbitrary and harmful to our children, families, and communities.

The metrics are not justified by any risk of harm from COVID-19. Children ages 5-14 remain at negligible risk from the disease. The CDC numbers are striking - fewer than 1 in a million kids aged 5-14 have died from COVID, while the comparable number for adults 65+ is 1 in 345. In total, 35 children in this age group have died from COVID-19 to date, as compared to 156,740 deaths in adults over 65. [1] COVID death in children occurs with similar frequency as unprovoked shark attacks, of which there were 41 in 2019. [2] In light of this, focus on schools at the exclusion of other activities is exactly backwards.

Risk of spreading COVID-19 in schools has recently proven to be minor. [3], [4], [5], [6], [7], [8] It is certainly less that many other activities that the state judges acceptable. [9]

Cost of the school shutdowns, even with laudable distance education efforts, are enormous. In my community in Bend, parents are incurring fees of $200 per student for childcare delivered in the very school buildings where their children should be learning (and those are the families fortunate enough to access the service). In the 17 weeks of closures so far, conservative estimates of direct cost for a family with two students is $6,800 and counting, without including lost income, impacts on learning, health, and socialization. For the least fortunate among us, the shutdowns have effectively deprived children of education, cost the family jobs and housing, or both. For students without a safe home environment, the impacts are unthinkable.

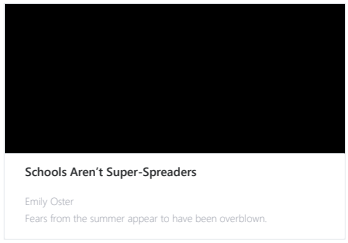
I don't doubt that the shutdown policy was well-intended when initially conceived. However, at this point, negligible benefits of the policy are outweighed by enormous costs that fall disproportionately on the poor. In this context I ask you to do your state proud by revising or eliminating the misguided metrics curtailing school reopening.

Thank you,

Ray Hartwell

Bend

[1] https://www.cdc.gov/nchs/nvss/vsrr/covid_weekly/index.htm
[2] https://www.floridamuseum.ufl.edu/shark-attacks/yearly-worldwide-summary/#:~:text=The%20U.S.%20leads%20the%20world%20in%20number%20of%20unprovoked%20attacks%20in%202019&text=Consistent%20with%20long%2Dterm%20trends,64%25%20of%20the%20worldwide%20total
[3] Schools Aren't Super-Spreaders



Schools Aren't Super-Spreaders

Emily Oster

Fears from the summer appear to have been overblown.

[4] https://pediatrics.aappublications.org/content/pediatrics/early/2020/10/12/peds.2020-031971.full.pdf
[5]
Europe stays committed to in-person classes as school outbreaks remain rare



From: Rebecca Lehne
To: StateBoard Public Email
Subject: Please open our schools
Date: Thursday, October 15, 2020 9:10:44 AM

As a parent of 2 elementary aged boys in Washington County, I implore you as the governing body of our education system in Oregon to please allow our kids to return to in person school. Other states, including our close neighbor, California, are allowing schools to open. Why are we handicapping our Oregon children right now? We can not let fear and political maneuvering get in the way of finding a way to get children back in class. Let's do our best for our Oregon children. Please make a decision today to open our schools and show that you have their best interests in mind.

Thank you,
Rebecca Lehne

Sent from my iPhone

ARTIFEX
PARTNERS

October 16, 2020

Rene Gonzalez
Artifex Partners
PO Box 82356
Portland, OR 97202

(via email: StateBoard.publicEmail@ode.state.or.us)
Oregon Department of Education

Dear Oregon Department of Education Board,

I was able to witness a portion of your call on Thursday before having to attend to some work matters. I offer this letter in response to requests from board members noting the lack of Latino and male voices in the reopening discussion.

My Background. My father was born into a Spanish-speaking household of Mexican migrant workers. My mother is Anglo, whose family has roots in Oregon going back to the 19th Century. My wife is Ecuadorian-American.

My household is proudly Latino/Latinx.

Education was very simply the means of advancement for my Latino family. As a child, my father traveled throughout the western United States while his parents picked crops for a good portion of his youth. There was no easy path for Chicanos in south Texas in the first half of the 20th Century, but my family believed firmly that the American dream could be achieved through education.

Mi abuela (grandmother) was the first Mexican-American graduate of her high school. All 5 of her children would graduate high school and then college; 2 would go on to obtain law degrees. My uncle was the first Mexican American to win statewide election in the state of Texas and served on the Texas Supreme Court for nearly fifteen years. My father is a former federal prosecutor and retired trial judge.

There was no silver spoon for this side of the family – they raised themselves through education.

From that vantage point, the elimination of in-person school is devastating to belief and pursuit of the American dream. Without access to a quality education, my family simply could not have raised itself up. Our generational responsibility is to assure opportunity for the next generation – functioning schools is central part of that responsibility.

Father/Business Owner. I am also a small business owner, whose workforce is 50% of color or Hispanic. In those roles, I have less burden then my wife or the thousands of working mothers in this state during school closures who are saddled with primary care/education demands; their burdens are real and can most appropriately be articulated by them, but I can offer some specific antidotes as a business owner operating in multiple states:

1. My wife works in our business and has had to bear the majority of care and educational demands during Covid. She also lost her Ecuadorian uncle to Covid this summer.
2. Our paralegal lost her mother-in-law and brother-in-law to Covid this summer. Her husband also suffered dearly from the virus, but is now on the mends.
3. We have had 2 clients get very ill from Covid.
4. Our business has lost a great deal of productivity in part because education and care has fallen on our parents of school-aged children.

Covid is real and vivid in our household and business: it is not something the affects other people, it affects us, particularly those most at risk in our circle. I pray for the health of my parents and in-laws. While Covid has hit us, in every case it is hitting those with preexisting conditions, who can be protected with targeted protections going forward; the lock-down is hitting our children and working parents.

My wife badly wants our children to return to school. Our paralegal returned her children to sports as soon as possible. In her state children have the option to do online school or in-person; she opted initially for online for her children, doing an ongoing evaluating of what it is best for her family. I will return to the question of choice in a bit.

Damage Caused by Slow-Moving State. As a father, I have been increasingly concerned that discussion around Covid and education has been reduced to a red v. blue fistfight in a contentious election year and obscured discussion around data and shared values.

For that reason, a group of us recently started an Open Portland Schools family group to focus on the data. Founders of the group are mostly urban democrats that are deeply concerned about both the national dialogue on the subject as well as the slow pace of democratic state leaders in updating policy in-light of better understanding of the scope and longevity of Covid's impact.

Beyond classroom impacts, OHA and Department Education slow-walking reassessment of metrics has a number of downstream ramifications. This year for the first time in 40 years, our recreational soccer program in Portland could not offer a league. This impacted 10,000 youth in the city of Portland. The cause – OHA very slow process to update guidance on sports came too late for fall season; despite months of data that outdoor youth activities in other states did not contribute to the spread of Covid. Even when OHA recognized what had been patently obvious for months, school fields are still largely closed because of Department of Education guidance that school grounds should be closed if school is not in session.

I fully recognize the incredible pressure Covid has placed on our local and state institutions, but simply put we need to elevate the dialogue and balance legitimate safety concerns

brought on by Covid against the educational needs of our children and societal benefits of functioning schools.

Metrics and Policy. The question should not be when to reopen schools, but how to do so safely as soon as possible along with our libraries and parks.

As a general matter, in setting metrics and policy around in-person v. online education:

1. *Traditional Education Metrics Must be Considered.* We should be tracking instructional hours in classroom, educational attainment, hours of physical activity, and children's mental health metrics alongside Covid infection numbers. To focus on the latter to the exclusion of traditional education metrics is an abdication of stewardship of educational institutions.
2. *Tangential Effects of Lock-Down.* Increased rates from homicide, suicide, and substance abuse rates resulting from discontinuation of in person education needs to be measured along with incremental mortality from in-person schools.
3. *Long-Term Impacts on Children and Parent from Lock-Down.* Projected employment and quality of life impacts from discontinuation of in-person education must be compared to long-term health effects of Covid for students/staff resulting from in-person school.
4. *Long-Term Attractiveness of State.* For my nearly 30 years in this state, it has had a good reputation for public schools and functioning government. Failure to offer a quality education over a sustained period of time may greatly reduce the attractiveness of the state.

Specific to current metrics used regarding Covid:

1. **Oregon's Low Testing Rates.** Any requirement around positive testing rates, needs to take into approach to testing. Oregon's has until recently tested asymptomatic at very low rates; this in turn artificially overstates our positive rate.
2. **Portland's Healthy Population and Hospital Capacity.** Metrics tied to required rates of infection need to take into account the relative health of population, hospital capacity and improving outcomes for those with Covid. Portland in particular continues to have high levels of overall health and hospital capacity relative to other US cities; we can shoulder the burden of some risk of increased infections if justified by significant societal benefits, such as open schools. Oregon is a physically health state, but it also a state that struggles with drug addiction and depression; I worry that our response to Covid is more damaging than Covid itself here.

Two final observations – first, giving the varied of realities across the state, urban/rural, public/private, and apparent longevity of Covid, it behooves you to consider moving from state mandates to state guidance. Let school districts, private schools, and parents navigate these challenges in a way that reflect their local tradeoffs on benefits and risks; as a state provide

them tools and best practices, but please, please get out of the way of returning to traditional school functionality.

Second, we need to move in earnest in returning to functioning in-person schools. Whether in the city or rural communities, schools are a center of community well beyond the time in classroom. Your decisions have downstream ramifications beyond what locals "can" and "cannot do"; your words and actions have frozen downstream communal life. Sports, band, school plays are all part of our communal fabric. Our children and caregivers (mostly mothers) are suffering badly, and the quality of life that attracted us to Oregon has eroded terribly. Winter rains are coming soon to the worst year in our lifetimes; we need to raise our communities up that have reasonable physical health but often suffer from depression and give them hope; it can start with schools.

The livability of our state is very much in question right now; lets rise up and provide intelligent policy that meets the needs of our state and allows for local and family variance; but let's not wait, every day schools are closed is a lost day for education, working parents and for our communities.

Artifex Partners, LLC

Rene Gonzalez, Managing

From:	Rob Gagnier
To:	StateBoard Public Email
Subject:	Open schools for in-person learning
Date:	Thursday, October 15, 2020 12:09:16 PM

To Whom It May Concern,

I am writing to express my concern over the current school closure of in person learning.

As we all know, COVID-19 is dangerous for 6% with underlying health conditions but not dangerous for the other 94%. Students fall into the 94% category. So why are we closing in person school for them? I know many teachers who do not have underlying health concerns nor do people they live with. So again, why are we closing schools? Each year the flu poses a health concern yet our schools still stay open. The number of flu deaths from last flu season in Oregon has surpassed the number of COVID cases in Oregon. We don't close schools for the flu.

We cannot close schools because of COVID or the Flu. Too much is at stake for our children. For those near the poverty level, students do not have access to regular meals. In some cases these students can not afford WIFI to be able to access their class online. In other cases, some students who are abused are now with their abuser 24/7. Schools do not have the eyes on students to help.

What is also at stake is the mental health of students who do not have the opportunity to learn social skills with their peers. This stunts their developmental growth and being in front of a screen for a long amount of time create attention issues and possibly vision issues.

Thank you,
Rob Gagnier

From:	Rob JETT
To:	StateBoard Public Email
Subject:	We need to open our schools
Date:	Thursday, October 15, 2020 8:28:13 AM

Hello,

The problems resulting from lack of in-person school appear to far outweigh the risk associated with having our kids in school... especially when you consider the planning our district initiated to help keep in-school kids safe should they return. Our community has seen a rash of suicides, especially with 12-15 year olds. Additionally, I personally know 4 families in the immediate area who have started having at least one of their kids see a therapist for depression. What I find most compelling is that numerous families in our social circle have entered their kids into various "pods" or "academies" for group learning with other kids. These parents are reporting none of the depression or general laziness issues the rest of us seem to be dealing with.

Our schools have excellent plans to deal with Covid-19 when the kids are allowed back in. We are irreversibly damaging a generation of kids, significantly impacting the ability of the workforce to manage both home and work and doing so while our schools have the ability to minimize any risk.

This is madness.

Rob Jett

From: Sally Miller
To: StateBoard Public Email
Subject: Please read!! School openings
Date: Thursday, October 15, 2020 9:57:33 AM

This is from an emergency room physician who went to Harvard medical school.

https://news.harvard.edu/gazette/story/2020/10/is-the-slow-approach-to-reopening-schools-failing-kids/

Sent from my iPhone

From: Sarah Mohr
To: sarah@oregonoms.com
Subject: Open our schools
Date: Thursday, October 15, 2020 6:24:51 AM

Hello, I'm writing you all this to talk about online schooling. I'm a mother of two amazing children and a full time working mom. My child started kindergarten this year and this distance learning is ridiculous. This is enough! My children have been in daycare since May with no Covid cases and I work in the healthcare field also with no Covid issues. The reasons for not opening up schools make no sense. You can not compare kids to elderly or immune compromised, that just isn't ideal. Kids learn best in the classroom, and for some this is a safe place for children. Do you have children and want to fight for them to be in the classrooms also?! It should be a choice for us parents to let our kids learn in person! Covid has a 99% survival rate- why are you making it out to be so bad? More people die from the flu every single year but you guys aren't stopping schools for that, or making the world wear a mask that doesn't work either. I'm going to keep fighting every day for my kids, as should you all! Put our kids back in the classroom, please. They deserve it!

Sarah

Sent from my iPhone

From:	Sheena Angier
To:	StateBoard Public Email
Cc:	wagner_b@4j.lane.edu
Subject:	Open our Schools
Date:	Thursday, October 15, 2020 10:57:00 AM

Dear School Board Members,

I am the parent of Avery Angier - A bright and kind kindergartener at Holt Elementary. She is currently upstairs in her room begging me to be done with school. It's been nearly 3 hours on her Ipad. Her teacher Ms. Maya is doing her absolute best and I thank God that she is so understanding and loving to our kids who are trying their hardest to pay attention and learn. But at the end of the day, they are 5 and 6 year olds who are expected to sit quietly in their homes or wherever full of distractions.

I am not going to state a bunch of reasons why I want schools to open, because I think it's quite simple and obvious. Both parents and children are struggling right now and you can alleviate that struggle by getting our kids back in school safely by taking the proper precautions. It's working at private schools all over the Eugene community.

I am pleading to do the hard work and get our kids back in school where they belong.

Thank you for your time,
Sheena Angier

From:	Shelly Baker
To:	StateBoard Public Email
Subject:	Open Oregon Schools - Kids deserve better!
Date:	Wednesday, October 14, 2020 9:46:18 PM

Dear Governor Brown and decision makers at the Oregon Department of Education,

I am imploring you to please PLEASE let our KIDS RETURN TO IN SCHOOL IN PERSON EDUCATION now. Please change the metrics! By changing the metrics you would allow our kids to return to IN PERSON learning – the BEST LEARNING and the BEST ENVIRONMENT FOR LEARNING. It is absolutely possible to do this, while keeping our kids and teachers safe. Please make this possible for all OREGON STUDENTS! Failure to do so is a failure on you as elected officials to do what is in the best interest of children, their health, their mental and physical development. Our kids are suffering at the hands of the very adults who are called "educators" and "leaders". This isn't leadership. This is fear-based cowardice.

Online distance learning is not working. I am a mother of two, a 5th grader and a kindergartner. Both of my children are on IEPs as well. Not only are they struggling to just learn what the basics are for their grade, but they are "not interested" and not enjoying learning anymore. You are running the risk of training thousands of children to hate school, not see it as important, and most damaging training kids to not learn valuable social skills by engaging and learning from others. They are both on IEPS of which all their goals are behavioral and social – none of which can be effectively addressed by staring at an ipad all day. Which brings me to the amount of time on an ipad! It is atrocious. I am a parent that trys to limit screen time – in fact my 5 year old NEVER played on a tablet before this and now is addicted to screens and not interested in just playing – this INFURIATES ME!!

Oregon has one of the lowest COVID transmission rates yet the strictest metrics for kids to return to actual school. Our current situation has shown us that the virus will be here – it's a virus for goodness sakes! ALL OTHER STATES have learned to adapt and allowed students back in the classroom – they have identified IN PERSON SCHOOLING IS ESSENTIAL! When are you going to wake up and stop holding our children hostage? When are you going to get the message from us voters? We are not happy with this awful, tyrannical, misinformed, cowardice decisions you and your appointees have made? THE REST OF THE NATION IS ALLOWING KIDS TO GO TO SCHOOL and yet here in Oregon EVERYTHING BUT SCHOOLS is OPEN!

THE TIME HAS COME for you to stand up for the parents, the teachers, the schools, the districts, the voters and do the right thing! Keeping kids out of school and keeping schools closed is not needed for this virus now that we know the survival rate is over 99% and that kids are not at all in danger of dying – nor are they shown to be spreaders. Plus there are precautions schools and teachers can do to keep proper hygiene throughout their classrooms throughout the day. There is NO GOOD REASON TO NOT open all schools for in person learning fulltime. That is what I am asking. Time to gets our kids what they need.

Two weeks to slow the spread turned into 7 months going on 8. Change the metrics to reasonable, reachable, attainable metrics. Focus on those hospitalizations rather than positive now that we know how mild symptoms can be and overcome for some. This has all been overblown and causing the

most damage to our kids who don't have a voice.

Your actions now will determine the future of thousands of children. Will you do the right thing and allow parents to decide whether or not they are comfortable sending their kids back? Will you trust the people to make the best decisions for their children? Will you trust the schools and teachers to follow safety and hygiene guidelines? Will you continue to be a coward – or will you step up and lead this state back to being a place for families and freedom of choice?

On another personal note – I am sure this is common from other parents writing in – if the schools don't open soon I will be finding either a private school. Homeschool or a more freedom loving state to live. That is how important this is to me and my family.

Shelly & Bret Baker

Sent from Mail for Windows 10

From:	Skylar Bailey
To:	StateBoard Public Email
Subject:	Open up the schools
Date:	Thursday, October 15, 2020 2:00:46 PM

To whom it may concern,

My name is Skylar Bailey and I am the father of two school age children. An 11 year old daughter in 6th grade and a 7 year old son in 2nd grade. My father is immunocompromised from medications he is required to take after his double lung transplant so I am very careful and fully understand the risks of the virus and the apparent logic for distance learning but I believe the risk of Covid 19 has dominated the headlines and made people so afraid that no one has stopped to think about what the risks are of keeping the kids at home and damage its causing vs sending them back to school. This isolation is having a substantial impact on my kids mental health and I am afraid it could have lasting impacts. I see their behaviors and personalities changing. The online learning is (as i'm sure you are aware) horrible. I know everyone is doing the best they can and trying to make the best of a bad situation. My kids are both very intelligent, I would venture to say top of their class and both of them are really struggling keeping up with the work. They are having a hard time staying focused. No individual help with assignments or to explain tasks or directions, the negatives go on and on.

Other states are having in person classes with no material increase in the transmission of the virus. There may be a few cases here or there that pop up but overall school has not been shown to dramatically increase the spread of the virus.

I feel the board or decisions makers could do something as simple as get a list together of pros and cons of sending children back to school and the pros will FAR outweigh the cons. For those afraid of sending their children back to school, allow the online learning to continue or just video the live classes and share those with those who don't want to send their children back. The mortality rate is so low! I feel the risks, problems and lasting impact its having on the children as a result of online learning need to be taken into consideration immediately and once this is done, the majority will agree classes need to resume in person immediately.

Please take this into consideration as I am pleading... begging for the board to make the hard decision but the correct decision to get them back to school in person.

Thank you for your time and attention to this important, time sensitive matter.
--

Thanks
Skylar

From:	Susanne Suranyi
To:	StateBoard Public Email
Subject:	Back to School
Date:	Thursday, October 15, 2020 8:07:17 AM

To Whom it May Concern,

My husband is a physician and from the beginning has been very concerned with the overall approach the governing authorities have taken in managing this COVID-19 pandemic.

As we now know, the statistics do not warrant a total shut-down of our educational system. The incredible inconsistencies in what is and is not "safe" further prove this point. According to the Academy of Pediatrics and the CDC, our children are at much lower risk for COVID-19 than the elderly, immune compromised and those with comorbidities. The same could be said about the flu every year.

With schools being shut down our kids are at high risk for learning delays, not liking school, the stunting of social skills, lack of attentiveness, lack of oversight by overwhelmed working parents, depression, isolation, etc. Those who are in unstable homes are subjected to abuse, neglect and addiction for an extra 6-8 hours a day. Those who struggle academically cannot possibly get the help they need through a screen. Other kids are getting themselves into trouble online with so much unsupervised screen time. Teacher friends of mine have said some of their students have not logged into the classroom in weeks.

The metrics are set in such a way that we will not be going back to school for years. What is the end game here? Defeating death forever? This virus is here to stay as is the flu. Anytime we open up, there will be a surge but then we will build herd immunity. So many states are allowing students to be back in school full-time.

We will have to accept the fact that life is full of risk. 30,000 car deaths a year...shall we ban cars? 650,000 individuals with heart disease die annually... Shall we ban meat, fat and fast food and mandate an exercise regimen for all citizens? 500,000 tobacco-related deaths...shall we ban smoking and other tobacco products?

The CDC published statistics that 94% of all U.S. COVID deaths had 2.8 comorbidities or more. Let's make this a national campaign to get healthy not imprison the healthy indefinitely. Never in history have the healthy been quarantined, only the sick, elderly or vulnerable.

Please hear our voices!!! We NEED to get our children back to school.

Thank-you!

Sue Suranyi

From:	TARA Miller
To:	StateBoard Public Email
Subject:	Open schools
Date:	Wednesday, October 14, 2020 11:45:13 PM

To whom it may concern:

Please reevaluate our kids getting back to school. Kids need to be back in the CLASSROOM!

Let the kids who can go back, go back.
Let the teachers who want to go back into the classroom to teach do so!
For the ones that are scared or have compromised immune systems let them continue to do online.

Give us more options. This is only hurting our kids! Many kids are struggling with online learning. Are you thinking of the long term effects this is going to have on our children and their futures?

There is absolutely no reason the kids can't be back in the classroom if you can go to a bar, restraunts & go to stores.

Thank you!

Get Outlook for Android

From:	Tiffany Marie
To:	StateBoard Public Email
Subject:	OPEN OUR SCHOOLS
Date:	Wednesday, October 14, 2020 7:02:05 PM

Open our schools! I'm struggling with seeing the difference in sending kids to daycare or a learning center or private school or another parents house who is teaching verse sending my kids to school... distant learning has proven to be a full time job for parents and is not sustainable. The kids aren't learning anything, the parents are getting burned out and are checking out. The risk to reopen is so minimal and is no different from the alternative options. Parents shouldn't have to choose between their careers and their child's education, but that is what it has come down to.

Sent from Yahoo Mail on Android

From:	Tristan Baker
To:	StateBoard Public Email; Don_Grotting@beaverton.k12.or.us
Subject:	Classroom learning snd sports
Date:	Thursday, October 15, 2020 6:48:48 AM

To whom it may concern ,
Please let our students and children back in the classroom. If parents are not comfortable they can keep their kids online learning or do flex.

My boys are freshmen and senior this year. This is the worst experience for both boys. They were so excited about going to school this year and all that school has to offer....not just academics but social events and sports. Now they sit in front of their computers for hours and are isolated. This is not good for anyone's well being, especially since children are low risk for coronavirus.

Please let them be together at school and let them play.

Sincerely,
Tristan Baker

From:	Wendy Glidden
To:	StateBoard Public Email
Subject:	Concerns from a small town
Date:	Thursday, October 15, 2020 10:49:38 AM

I am a behavior analyst for the Klamath Falls City Schools. Since we don't have students in person, my job responsibilities have shifted a little. I have been doing an extreme amount of work with our families and mental health, social emotional awareness, behavior needs, and suicide awareness.

For the past month, I have heard from families, students, staff, and community members who are extremely concerned with the route our State is taking on getting our kids back in school. We seem to have an infinite number of plans for Covid...keeping us safe "when" we go back, mask information, mandates, etc. BUT our State seems to have no plan to actually go back to school. It is being avoided because, I am guessing, there is no plan. Our communities need to see that this has an end. That there are plans, even if small, to get kids back into buildings!
I get it is difficult, and we absolutely have to be sympathetic to those who Covid has affected, and those who are not ready to go to in person, but someone needs to step up and start providing our families and communities with some answers and plans on returning to in person. It seems easy to continue to offer distance learning for those who want it, and to let those who are comfortable going back, go back! It has been said over and over, that Oregon's blueprint is solid, being used as a template for others, and we are ready safety wise when we go back...so let's go back!
The harsh reality is that this "virus" is not going anywhere. We need to adapt and figure out how to work with the virus. We will ALL get covid, unless a vaccine happens soon. We need to focus on deaths and hospital capacity...not cases. We are damaging an entire generation of students. We are losing students to mental health struggles, and suicide rates are up. I would rather take my chances with covid for my kids, than to see them have long term mental health effects, long term academic affects, or god forbid, feel like suicide is an answer. Klamath Basin Behavioral Health in Klamath Falls is overwhelmed. We have crisis calls up 50%, we have day treatment wait lists that are 20 plus kids long. Our juvenile department is overwhelmed. We can't keep going on like this. It is impossible. We NEED a plan to go back now. Not a plan for "if" we go back. Our suicide rates in Klamath are highest in September through November. We are going to lose community members this fall.

Other States are going to in person. Yes, they have some increases in cases. Yes, they have had to close down for a couple of weeks...but not all counties and schools. I have friends in Idaho, who have been in person for over a month, playing sports, and have not had any school cases. I have family in New York, who have kids in preschool, and have had no school cases. We need to try. We are ready. We have the information, we have the blueprint, we have the ability to get our kids back. We are ready to go back safely.
The metrics are unattainable and ludicrous. Give individual districts the option to do what is best for them. Our small town is not going to come back from this. Suicide rates, mental health, academic loss, and an entire generation of youth will be damaged because of Oregon's inability to handle this correctly.

Wendy Glidden, M.ed. ABA/ASD, BCBA
Behavior Analyst
Klamath Falls City Schools

Disclaimer: This message may contain confidential student information, protected under the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), Pub. L.104-191, and the Family Educational Rights and Privacy Act (“FERPA”), 20U.S.C. § 1232g; 34 CFR Part 99. If you received this message in error, please delete it and notify the sender.

From:	Rachel Ligocki
To:	StateBoard Public Email
Subject:	Public Comment: My child has been severely injured from roadblocks preventing in-person learning
Date:	Tuesday, October 13, 2020 9:54:49 PM

My child has been severely hurt since schools stopped in March.

When COVID-19 first hit US soil, it was frightening. We knew very little about the virus and I applauded schools shutting down for in-person learning and was pleased with the steps that Governor Brown took to keep our state safe.

After two weeks of lockdown, my then-kindergartner started showing some severe signs of distress. Her fear level from the virus was overwhelming to her, and she began having severe behavioral issues. As the months and months of lockdown have persisted, our daughter has continued to struggle and is now in therapy. I won't go into detail here, but basic life skills have become an everyday struggle for her. Distance Learning is not a replacement for in-person schooling and cannot continue to be sustained. My daughter needs to be in a classroom, learning and modeling behaviors from her peers. My daughter is now in first grade, and is in our district's dual language program. Her class has lost 3 students since the beginning of CDL, and I anticipate more leaving. Learning another language is challenging, but trying to learn it over Zoom? It is an impossible standard set before our children. We are setting up an entire generation for failure. Oregon students are failing. Oregon students are HURTING.

My daughter used to love school. She would wake up early for the day, excited to see her friends and her teachers. She now wakes up grumbling, and as a parent, it is like watching her go to work at a job. There is no joy, no excitement. Only dread. Dread that her teacher will lose her internet connection again. Dread that our one-year-old will scream while she is trying to read aloud to her teacher in a foreign language. Disappointment that instead of playing with her and her sister after school, I am frantically trying to squeeze in work that I can't complete during the day anymore. Again, this is not sustainable. Our family will continue to struggle until our daughter can attend school in-person.

I used to be afraid of COVID-19. I was afraid of getting it, of passing it on to another who would not survive.

Now I am afraid for my daughter. I am afraid of the long-lasting hurt she is enduring. I am afraid for her vibrant spirit, which is diminishing every day she is forced to sit behind a computer like an adult. I fear that her love for learning is being extinguished right before my eyes. I am afraid she won't want to attend higher education. I am fearful she won't take risks and seek their rewards. But moreover, I am scared for other children. Children who do not have parents who are able to quit their jobs to help with distance learning. Parents who do not have the resources to put their children in therapy. Parents who do not have the funds to enroll their child in dance lessons and horseback riding sessions so they can interact with other children. Please stop turning your back on them. We will not forget them. We will fight for them.

I am calling for the ODE and for Governor Brown to re-evaluate the metrics keeping the West Linn/Wilsonville school district closed. Stop hurting the children who need help the most.

Kind Regards,

Rachel Ligocki

From: bob hansen
To: StateBoard Public Email
Subject: School opening
Date: Wednesday, October 14, 2020 1:51:11 PM

All,

I am a grandfather of 6. 5 of which are in school. I have grandkids in elementary, middle school, high school, college, and grad school.

While the parents are doing their level best to insist and insure the children do the distance learning, I feel the kids are losing out. I help. by once a week tending to the younger students so I know firsthand how difficult this scenario is on both the kids and their parents.

I believe it is imperative that kids get back into more normal school as soon as possible
There are numerous studies that say in school learning is incredibly important

Please do everything possible to get the kids back to school as soon as possible

Robert Hansen

Sent from my iPad

From:	Body Graphix
To:	StateBoard Public Email
Subject:	Open the schools in Oregon
Date:	Wednesday, October 14, 2020 12:21:43 PM

I would like to submit this email in regard to the meeting taking place tomorrow.

My name is Robert Luedeman. I own and operate my own business from 1-8 weekdays. I have been married to my Wife Thelma Luedeman for 25 years and she watches our Grandchildren during the week. We have now been tasked with the additional chore of "home schooling" our Grandkids as well. Our Grandchildren attended Cloverdale and Cascade schools, in Turner, Oregon. My Daughter also teaches at Cloverdale.

I have spoken with several of the teachers at both schools and they are completely frustrated (as are we) with this ridiculous process. The teachers are more than willing to face the children face to face, and get the teaching process back on track.

This so called Home Schooling is affecting my home business, as well as the well being of my Wife. She also watches our 2 three year old Grandchildren (for a total of 4 Grandkids).

It has become so frustrating to try and keep an 8 year old focussed on a computer screen for 6 hours, that many times we have no clue what, or if he has done all of what he is supposed to do. Not to mention our Grandson is very athletic and was the State wrestling champion for his weight class, before this pandemic, and is now asked to sit in a chair without any interaction with his peers.

I can not begin to explain how this is affecting the relations between me and my Wife, my business, as well as the wellbeing of our Grandkids. Covid-19 is a virus that has a phenomenal survival rate among children, and largely due to the media has become some kind of monster. So much so, that we are destroying our children's lives, our businesses, and the well being of our families. We are speaking of a virus so small (60nm), it must be magnified 100,000 times to see. This requires the use of a spectrometer, as it is too small to see under a conventional microscope. When a virologist studies covid, they actually need to wear a virology suit, fully enclosed and fed with air. If you were to magnify any cloth fabric 100,000 times, it would be similar to using a chain link fence to keep mosquitos out of your yard.

The point is, although the masks may help the spread of larger droplets, this virus will run its course either way. If it wasn't for the tremendous survival rate, I would be extremely fearful, however, as a whole, the overall death rate in our country has not majorly waivered (see below).

United States - Historical Death Rate Data		
Year	**Death Rate**	**Growth Rate**
2020	8.880	1.120%
2019	8.782	1.120%

2018	8.685	1.220%

These numbers DO NOT warrant the abuse of our children, and Grandchildren. It is very important you allow us to let our youth flourish and please reopen our schools. Mental well being is equally as important as physical well being. The Teachers in Turner are more than willing to resume normal schooling. If a parent is fearful, then they should be allowed the option to keep their child home, however, I can guarantee the majority of us would love to see our youth learning, growing and laughing with their friends again.

Thank you for your time...

Virus-free. www.avast.com

From: bsaross
To: StateBoard Public Email
Subject: Support agenda item 7
Date: Thursday, October 15, 2020 9:56:21 AM

10/15/2020 State Board of Education testimony

Chair Howard, Directors and Deputy State Superintendent Gill,

I am providing testimony supporting today's work session, agenda item 7A. Priorities and Strategies. Thank you for all of your work on these ideas to address access and opportunity for students in Oregon. As you further develop and implement policies, please consider the following suggestions about the goals.

The focus of Strong Students is increasing graduation rates through access and opportunity for personalized learning. Personalized learning has yet to be defined by the Board. My children use Canvas, an open-source learning management system to receive instruction. 7000 Salem-Keizer students enrolled in Edge. Are these instruction methods "personalized learning"?

Online charter schools have the worst graduation, participation rates in Oregon public schools. Using these types of personalized learning as instruction methods seems counterproductive to the Strong Students goal.

Also, relying on Gallup Student Poll core factors of engagement, hope, belonging, and social and emotional learning reflects a nonlocal bias on Oregon students. Locally developed polling would address this bias.

Standards for dual lingual and bi-lingual are suggested which seems confusing. Dual language seems adequate.

Digital connectivity is extremely important for Strong Communities. E-rate funding for home connectivity, dark fiber use should be advocated. Mesh networks could extend most districts' footprints. Unused fiber could be used for computer network training. With greater access, digital literacy will be necessary.

Equity committees are crucial for Strong Leadership. The Salem-Keizer effort was time-consuming and produced an equity lens for Board actions. However, the document faced challenges with a boundary re-draw, Student Investment Account funding requests and concerns about Student Resource Officers. Equity committees are just the beginning.

Thanks again for taking on this challenge.

Ross Swartzendruber
ross@salemcreative.net
Parent, Salem-Keizer School Districts

From: Ruth Stafford
To: StateBoard Public Email
Subject: "Public Comment" C.D.L. Is harming our children
Date: Tuesday, October 13, 2020 6:43:09 PM

To whom it may concern:

I would like to take a moment to express my sincere concern for today's youth! I not only believe that distance learning is a "half hearted" at best, "pathetic and detrimental" at worst, attempt from the state to make it appear they have the children's best interests at the forefront. This virus will harm FAR less children than keeping them out of the classroom will, for many kids school is the only safe haven they have... a place to be welcomed, wanted, heard, a place to get a warm meal and a warm smile! Besides the fact that so many of the "programs" have glitches, wrong codes/passwords, poor internet, and families are scrambling trying to make it all work... between work/childcare/school the kids are suffering and not getting the education they DESERVE.... and our tax dollars are paying for! It is my hope that schools open back up (for all grades) children are allowed to interact with peers and faculty and staff. I know school districts are trying their very best to make it as "good as possible" and I also know that is no easy task!! The truth of the matter is, there is no substitute for in person education!!!!!!

Thank you,for taking the time to hear my concerns.

Ruth Stafford

Sent from my iPhone

From:	Ryan Boehm
To:	StateBoard Public Email
Subject:	A voice from a concerned parent
Date:	Tuesday, October 13, 2020 2:03:31 PM

To all,

As a parent to a new kindergartener as well as a 3rd grader enrolled in Pine Ridge Elementary in Bend, OR I would like to express my concerns regarding the distance learning experiment.

I happen to work from home and my wife works part time, so while we are not the hardest hit by this transition I still feel compelled to voice my concerns. The decision to keep the kids from school is ultimately impacting their long term success. Our children deserve to receive the formal education that we as tax payers are paying for. Receiving virtual education for 2hrs a day does not put our children in a position to become successful. These early education years are formative and vital to all aspects of social and cognitive growth.

This issue needs to be addressed one way or another as fast as possible. Either open the schools and get back to educating so staff and teachers are earning their salary, or keep them closed, reduce staff/teacher compensation and put that money in the hands of private educators that aren't afraid to educate tomorrow's leaders.

Concerned father,
Ryan

From: Sara Keudell
To: StateBoard Public Email
Subject: Open Our Schools!
Date: Monday, October 12, 2020 9:25:22 PM

Hello,

This is to be included in the minutes of your state board meeting on 10/15:

Schools in Oregon need to open up and operate normally right now! What's going on with education in our state is nothing short of child abuse. Children are not meant to be isolated from their peers/teachers and learning through screens, they are not robots. This is incredibly detrimental to their education, emotional well-being and physical health. Not to mention the teachers. I have multiple teacher friends who are breaking down crying everyday because they can't teach like this. Plus their hearts break for the students who don't have the support at home to log on or engage in the virtual school environment. Kids are falling behind and it is completely unnecessary and totally unacceptable!

Other states with higher Covid case counts are in school and doing sports and activities like normal. It's long past time that Oregon figures it out! There will be irrevocable long term damages to society if we fail to open schools.

Thank you,
Sara Keudell
Stayton, OR- parent of 4th & 2nd grader

Sent from my iPhone

From:	Sara Sanzone
To:	StateBoard Public Email
Subject:	Kids NEED to be in school!!!!
Date:	Tuesday, October 13, 2020 1:41:01 PM

To whom it may concern. I have 2 children who are all critically being affected by the lack of in person school. Have you seen the number of suicides in teens this year? We NEED sports, We NEED in person learning.
I had to pull my 3rd grader from the district and I am paying someone to home school him. Working parents CANNOT do this.
Kids are NOT dying. Look at the data. Look at other states. We need kids in school ASAP. People are moving out of the state in vast numbers. Parents are so upset right now and Oregon continues to be ranked almost last in areas of education. Now things are getting worse and worse! Please get our kids back in school!

Sara Sanzone -Denniston
503-899-9807

From:	Sarrah Siegel
To:	StateBoard Public Email
Subject:	Please Open Oregon Schools
Date:	Wednesday, October 14, 2020 3:14:34 PM

Dear Governor Brown and the Oregon Department of Education,

I am writing as a mom of 2 boys, ages 9 and 11, in Washington County and asking that you would please reconsider opening our schools to full time school days. Our boys are in private school - and we have had 2 hours of in person instructions/day and the rest is done via virtual learning. While we are grateful to have any in person instruction - it is so disruptive to their days to try to do their learning virtually.

Our school is adhering to all health mandates - and there have been no covid cases at our school since we opened. If they can be in person for 2 hours - then why not 6? It's simply not logical. For many families, having virtual school means that kids are having to go to after school care - which increases any possibility of potential exposure.

We have many friends who have different baby sitters come every day to watch their children because they must work. Or, some families send their kids to their grandparents house for care. In my opinion, this doesn't decrease exposure risk at all- it seems like it would increase it. But families are being forced into these situations with schools being closed.

Please consider the mental health of our kids, the stability of families and the importance of in person connected education. This model is not sustainable. More and more families are speaking out about it. Our numbers are low in Oregon - and Covid isn't just going away without a miracle. We need to figure out a way to keep our kids in school while learning how to live with the Covid-19 virus - just as we have with any other virus. We have some of the lowest numbers in the country and yet have the staunchest regulations.

This isn't helping the people in Oregon. It is hurting so many. We closed schools in March to flatten the curve. That made sense. If you would have told me in March that we were closing the schools until Covid went away, I would have been adamantly against it because it's pretty absurd to think we can control things like viruses, as much as we'd like to believe (and hope!) that we can.

If bars, restaurants, dance classes and salons can be open - then we can certainly open our schools. Schools are essential. Let's keep things clean, wash hands and build up our immune systems - but disconnecting humans from other humans just isn't good practice. People are gathering, regardless. Lets be safe and smart about it.

Please look at all of the states that have open schools and are doing well with it. There's a better way to handle it than we are here in Oregon right now. Asking for a revision of these mandates isn't insensitive or irresponsible - it's compassionate. There is more data to look at than just covid cases. Listen to the psychologists, the

social workers, the trauma specialists. There is an immeasurable fallout if we keep schools closed.

Thank you so much for taking the time to hear my concerns today.

Sarrah Siegel

From:	Shelly Baker
To:	StateBoard Public Email
Subject:	Open Oregon Schools - Kids deserve better!
Date:	Wednesday, October 14, 2020 9:46:18 PM

Dear Governor Brown and decision makers at the Oregon Department of Education,

I am imploring you to please PLEASE let our KIDS RETURN TO IN SCHOOL IN PERSON EDUCATION now. Please change the metrics! By changing the metrics you would allow our kids to return to IN PERSON learning – the BEST LEARNING and the BEST ENVIRONMENT FOR LEARNING. It is absolutely possible to do this, while keeping our kids and teachers safe. Please make this possible for all OREGON STUDENTS! Failure to do so is a failure on you as elected officials to do what is in the best interest of children, their health, their mental and physical development. Our kids are suffering at the hands of the very adults who are called "educators" and "leaders". This isn't leadership. This is fear-based cowardice.

Online distance learning is not working. I am a mother of two, a 5th grader and a kindergartner. Both of my children are on IEPs as well. Not only are they struggling to just learn what the basics are for their grade, but they are "not interested" and not enjoying learning anymore. You are running the risk of training thousands of children to hate school, not see it as important, and most damaging training kids to not learn valuable social skills by engaging and learning from others. They are both on IEPS of which all their goals are behavioral and social – none of which can be effectively addressed by staring at an ipad all day. Which brings me to the amount of time on an ipad! It is atrocious. I am a parent that trys to limit screen time – in fact my 5 year old NEVER played on a tablet before this and now is addicted to screens and not interested in just playing – this INFURIATES ME!!

Oregon has one of the lowest COVID transmission rates yet the strictest metrics for kids to return to actual school. Our current situation has shown us that the virus will be here – it's a virus for goodness sakes! ALL OTHER STATES have learned to adapt and allowed students back in the classroom – they have identified IN PERSON SCHOOLING IS ESSENTIAL! When are you going to wake up and stop holding our children hostage? When are you going to get the message from us voters? We are not happy with this awful, tyrannical, misinformed, cowardice decisions you and your appointees have made? THE REST OF THE NATION IS ALLOWING KIDS TO GO TO SCHOOL and yet here in Oregon EVERYTHING BUT SCHOOLS is OPEN!

THE TIME HAS COME for you to stand up for the parents, the teachers, the schools, the districts, the voters and do the right thing! Keeping kids out of school and keeping schools closed is not needed for this virus now that we know the survival rate is over 99% and that kids are not at all in danger of dying – nor are they shown to be spreaders. Plus there are precautions schools and teachers can do to keep proper hygiene throughout their classrooms throughout the day. There is NO GOOD REASON TO NOT open all schools for in person learning fulltime. That is what I am asking. Time to gets our kids what they need.

Two weeks to slow the spread turned into 7 months going on 8. Change the metrics to reasonable, reachable, attainable metrics. Focus on those hospitalizations rather than positive now that we know how mild symptoms can be and overcome for some. This has all been overblown and causing the

most damage to our kids who don't have a voice.

Your actions now will determine the future of thousands of children. Will you do the right thing and allow parents to decide whether or not they are comfortable sending their kids back? Will you trust the people to make the best decisions for their children? Will you trust the schools and teachers to follow safety and hygiene guidelines? Will you continue to be a coward – or will you step up and lead this state back to being a place for families and freedom of choice?

On another personal note – I am sure this is common from other parents writing in – if the schools don't open soon I will be finding either a private school. Homeschool or a more freedom loving state to live. That is how important this is to me and my family.

Shelly & Bret Baker

Sent from Mail for Windows 10

From:	Sheri Massine
To:	SIDELINGER DEAN E; Colt Gill; Nik Blosser
Cc:	COLONNA Jerome - STBRD
Subject:	Please Adjust State Metric Requirements for Opening Schools.
Date:	Monday, October 12, 2020 9:12:27 AM

Schools Aren't Super Spreaders – please read this article published in The Atlantic.

https://www.theatlantic.com/ideas/archive/2020/10/schools-arent-superspreaders/616669/

The state metric requirements are unreasonable.

I am weary of writing and meeting with local school board members. They keep referring to the fact that they are bound by state metrics.

I have tried to reach Kate Brown multiple times but receive no acknowledgement. If she will not listen to individual citizens, then she at least needs to listen to medical professionals – **and listen to those from our locality.** Bend, Oregon is different than Portland. I leave specific metrics evaluation to the medical professionals. However, I know that many doctors here in Bend have tried to reach ODE and OHA to question current requirements. I am simply adding my "Amen" to their appeals. I know that Dr. Rebecca Hicks, and Dr. Kathleen Broadman have repeatedly argued for a metrics change here in Bend. Dr. Rebecca Hick's authored the June letter to the governor that was signed by 150 pediatricians indicating that in-person learning was essential. I know you will be hearing again from Dr. Broadman this week.

My two children, ages 11 and 14 are now experiencing headaches from too much screen time AND depression from feeling so isolated. They have never had headaches in the past, nor have they been depressed. **Do not mistake their headaches for too much gaming time in this house**. My children have limited access to screen time. We take phones / iPad away regularly, and every single night at 7:00. The electronics are charged in the Master bedroom and turned off all night. I grew up without a TV – so I take this seriously. Children are forced to watch lengthy WebEx lectures and then do the majority of homework online. The Canvas system is not easy to use, and I spend almost a cumulative hour daily trying to sort out technical issues with my children. Our Superintendent, Laura Nordquist publicly acknowledged that there are no studies that show Virtual learning works for students younger than college age, and if it has worked for some, it is because it was by choice. Not by force.

I have also been reaching out to households where both parents work outside the home. Every single person I talk with is feeling desolate. An electrician I know almost came to tears when talking about how his his 13 and 15 year old boys fight when the parents can't be home to monitor school hours. In addition there are daily technological glitches that these youngsters are just not equipped to problem shoot on their own. Others in similar situations are a small painting company, a carpet cleaning business, a veterinarian. The list could go on for pages. The bottom line is that your policies are hurting more than they are saving anyone. You need to know that citizens understand that you are protecting teachers more than anyone else. This is unconscionable. It is a blatant message that education is not a priority here in Oregon. We will all pay dearly for this when graduation rates drop sharply. In Bend, many low-income seniors / high schoolers are not even trying to go to school anymore. Their families need financial help and many are choosing to go to work instead.

This is 2020. Once you know better, do better. (Paraphrasing Maya Angalou.) There is no excuse to continue bad policy once you know better.

There is risk to opening schools, yet **the health risk of keeping children home is far greater**. Teachers are the only "essential workers" that haven't yet returned to in-person work.

Thank you for reading my email.

Sincerely,

Sheri Massine
Order by Design
sheri@orderbydesign3.com
www.orderbydesign3.com
541-977-8348

From:	Stephanie Russell
To:	StateBoard Public Email
Subject:	High school distant learning not working
Date:	Monday, October 12, 2020 8:51:34 PM

I am writing to share my thoughts about high school and distant learning. In Bend -La Pine a student gets at most two 50 minute live classes per subject a week. Yes, at most 100 instructional minutes a week . Otherwise the student can log on at office hours to discuss school with their teachers. The stigma of asking for help is there.

I heard again today both of my children who are good students express their dislike for online schooling. They feel stressed, disengaged from the process and both see themselves learning very little. Busy work is common place in several of their classes. Please be mindful of the lessons we are teaching students—specifically to dislike school and learning.

The metrics need revamped—we need our children safely back in the classroom. We need to see this as an educational crisis. When distant learning is the only safe option, we need it to be an engaged and positive experience where true learning is happening!! Please take action now to stop the cycle that is occurring.

Respectfully,
Stephanie Russell
Sent from my iPhone

From:	TARA Miller
To:	StateBoard Public Email
Subject:	Open schools
Date:	Wednesday, October 14, 2020 11:45:13 PM

To whom it may concern:

Please reevaluate our kids getting back to school. Kids need to be back in the CLASSROOM!

Let the kids who can go back, go back.
Let the teachers who want to go back into the classroom to teach do so!
For the ones that are scared or have compromised immune systems let them continue to do online.

Give us more options. This is only hurting our kids! Many kids are struggling with online learning. Are you thinking of the long term effects this is going to have on our children and their futures?

There is absolutely no reason the kids can't be back in the classroom if you can go to a bar, restraunts & go to stores.

Thank you!

Get Outlook for Android

From:	Tiffany Marie
To:	StateBoard Public Email
Subject:	OPEN OUR SCHOOLS
Date:	Wednesday, October 14, 2020 7:02:05 PM

Open our schools! I'm struggling with seeing the difference in sending kids to daycare or a learning center or private school or another parents house who is teaching verse sending my kids to school... distant learning has proven to be a full time job for parents and is not sustainable. The kids aren't learning anything, the parents are getting burned out and are checking out. The risk to reopen is so minimal and is no different from the alternative options. Parents shouldn't have to choose between their careers and their child's education, but that is what it has come down to.

Sent from Yahoo Mail on Android

From: toni@mtangel.net
To: StateBoard Public Email
Subject: Public School
Date: Wednesday, October 14, 2020 1:39:02 PM

To Whom It May Concern,
I am a mother of 3 children. Two of my children are in public school. I have a fourth grader and a seventh grader. I am writing to tell you that distant learning is horrible for my children. They are not getting the education they deserve. They are being forced to learn from a computer and have little to no interaction with their teacher and peers. Learning should not be one size fits all. My kids as well as thousands of other children have had the privilege of attending school taken away. Going to school is their job and that has been taken from them with no regards to the consequences and the impact this will have. Kids need to be in school with their teacher and their classmates. They should have the opportunity to thrive and move forward both academically and socially. If parents are afraid to send their kids back to school then don't, but give those of us that want to send our kids back to in person school that option. If you really want to do what is best for kids then allow them the opportunity to go back to school now. There are daily tears of frustration in my house from kids who simply want to be at school. Do the right thing for kids and get them back to school. I would be happy to discuss this further with you. Please reach out to me either through email or contact me personally at 503-559-9399.

Thank you.
Toni Ruef

From:	Trisha N
To:	StateBoard Public Email
Subject:	Public Comment: OR education
Date:	Wednesday, October 14, 2020 4:02:30 PM

I wanted to take the time to write to you and share how comprehensive distance learning has been going for my family. I have 3 children; grades 1, 6, and 8. We feel that our kids are being under education and negatively affected by CDL. This has greatly been seen in my 1st grader who had 6 months of a Kindergarten education and is now only being taught for the minimum of 2.5 hours/day of teacher instruction required per the ODE by CDL (which I can attest to is really about an hour of actual learning per day). He is not getting the education, reading, writing, or socialization that he needs at this young age. He needs to learn to be in school and love learning. He needs to be social and moving, not staring at a screen all day. My older kids are suffering as well. They are not being challenged and are being robbed of friendships, traditions, sports, leadership opportunities, etc. All 3 kids used to love school and now they dread school. It is not only frustrating as two full time working parents to juggle our schedules and support them, but even more importantly, frustrating to these young children who are suffering. Please reconsider the state's metrics to re-open schools.

Friends and family in other states with significantly higher COVID-19 cases than OR are back to school. Why aren't we learning from these schools who are being successful? Why are the metrics we must meet so much higher than other states? Why is education not being valued by our leaders? This is the #1 thing that should be opened. We can open daycares, private schools, competitive sports, bars and casinos but can't figure out how to have a class of 10-15 students in a room for K-5? Oregon is failing.

The state metrics are not achievable. In our district we found that we not only have to meet WA county metrics but Multnomah as well. Defeating to say the least. I know many parents who have left the state of OR already because of education/sports and I know many parents that have pulled their kids out of OR public schools and sadly more that are planning to do the same. There has to be other ways. There needs to be a roadmap and plans in place. How long are we willing for this to go on? COVID isn't going away anytime soon.

Life must go on. We feel that the teachers and students who are ready to return, should be allowed to in a hybrid schedule if they so CHOOSE. Please hear from those parents who want schools open. As you meet with other state leaders, please push to continue looking at the devastating effects of what is happening to our kids, schools, educations, teachers, and districts. Our children need to be first.

Thank you for your time.

Regards,

Trisha Snyder

Sent from my iPhone

From:	trycia smith
To:	StateBoard Public Email
Subject:	Schools opening
Date:	Wednesday, October 14, 2020 10:36:51 AM

To whom it may concern:

As a retired teacher after 35 years, a mother of two teachers, and a grandma of 4 school age kids I beg you..OPEN THE SCHOOLS!!!! Closed schools are effecting the mental well being, as well as the academics of all my grandkids. My daughters as teachers are working so hard to provide for the kids in their classes, but anyone in education knows how critical is that personal relationship! Kids are losing ground on their education. It is effecting each and everyone of them adversly in regards to their mental health. Internet is a huge issue everywhere, or more accurately the lack there of! Low economic kids are getting hit even harder, as they typically are alone more and don't have the reinforcement needed at home. The statistics totally don't support this drastic action of having the schools closed. This all will be on your heads if you don't take action soon to open the schools!!!!

Sincerely,
Trycia Smith

Get Outlook for Android

From: Alisa Turcott
To: stateboard.publicemail@state.or.us
Subject: In person school
Date: Friday, October 2, 2020 10:35:53 AM

Good morning,
I've written countless emails on the topic of our children needing to be in schools! You and every person that runs this state are failing our children by not having in person school for those who feel comfortable enough to go.
There are teachers that want to teach and students that want to go to school. Give them that option!
There are teachers that are nervous or compromised. There are students whose parents are nervous or compromised. Give them virtual learning!
Please come up with a plan! Not a metric! This is not fair to any child. They need interaction, in person! They are being left behind for something that they can't even control?
How many times have studies came out and talked about screen time for children. Yet it is now OK with the amount of screen time they're having right now? I am not! I will continue to fight for all Oregon children!!
About 1 in 5 Oregon families do not have consistent access to nutritious food.
So think about that now... school could've been there safe place. School could've been the only nutritious meal they got five days a week.
Also, The Boys and Girls clubs have been available for kids who can't distance learn at home. This is in a building with other kids that they have not quarantined with. I love that this is an option for the younger kids; but how is this different?
Please, please consider options for kids to return ASAP to in person school if they would like!
Thank you,
Alisa Turcott
Mother, Wife, Dental Assistant

From: Amanda Acker
To: StateBoard Public Email
Subject: Please allow my children in school!
Date: Saturday, October 10, 2020 8:25:26 PM

I am a mom to 4 children in grades Kindergarten, 2nd grade, 5th grade and 8th grade. It is NOT ok that they are not allowed to be in school getting an education. Distance learning is NOT an option and has been SO incredibly difficult for all of us. My children are forced to stare at a screen for hours. My sweet kindergartener who was so excited to go to school, now has to try and learn her letters and how to write by watching her teacher on a screen. She has no friends because she is new to school and can't meet anyone in person. My 2nd grader is on an IEP and desperately needs more one on one help than I can physically give him. These kids do not have the attention span to be staring at a screen and be taught for more than 15 minutes. How do you expect our kids to stare at screens for hours to learn and receive an education?! I've had to cut back my work hours to be home with my kids and trying to help them. Our internet gets loaded with 4 kids being online for most of the day and even get kicked off their live teaching time. This is NOT OK. Our children have a right to be in school and receive an education. I'm not saying all kids must go to school, but those kids who want to go and whose parents are fine with them going, let them go! My kids would happily wear a mask all day if it meant they could go to school. There are private and charter schools who have opened and have had success with their students with no covid outbreaks. Daycares and preschools are open and those kids are young and full of germs yet those establishments get to stay open! If grocery stores, movie theaters and restaurants can be open, then PLEASE open our schools. This is not healthy for our children and their mental health. Please lower the metrics so we can get our kids back in school!!!!

Sincerely,
Amanda Acker

Sent from my iPhone

From: Amanda Corey
To: StateBoard Public Email
Subject: Public Comment: CDL Metrics
Date: Wednesday, October 7, 2020 6:42:11 PM

To The State Board of Education,

I am a concerned teacher. I have been thankful for our state's strict metrics because it means a safer, less stressful environment for all. There is a high percentage of teachers, 25% at least according to AARP and perhaps as high as 33% according to USNews, that are at High Risk for being infected and dying from COVID-19. This is not an environment in which we want students, who are now, according to Harvard, being called super-spreaders, to be present in. If you relax the metrics and wiggle around guidelines to make it work, against a large percentage of the teacher's wishes, you will be looking at a lot of deaths. It is not worth it to open for even one lost life. The initial information for K-3 metrics came from a South Korean study, according to Colt Gill, and even Mr. Gill has recognized that there are new studies coming out showing this information to need tweaking because children are spreading the virus more than previously thought, again from Harvard, CNN or UofMHealth. Caving to pressure from a group of parents who want their children back in class, regardless of the affects, is not the correct route to take. This is also only some parents. Many parents are in support of keeping schools closed until case rates decline and keeping metrics the same. You may not be hearing from them, or even teachers, because they are thankful for the current metrics and safety measures in place. No one is happy students are not in school. Teachers miss their students and a normal routine. However, asking teachers to return prematurely because some parents, some of whom also refuse to wear masks or social distance, want their children in the classroom, is asking too much. Teachers and parents will begin to make their voices heard as you consider shifting the metrics to meet the demands of others. Not adhering to a pre-decided metric, supported by science, is reckless and endangers the lives of teachers and students. Even students who do not die from this disease, who are asymptomatic, can have long-term lung and heart complications that will limit and even shorten their lives, according to Heart.org and Standfordchildrens etc.

Another thing to consider and communicate with parents who want their children back in school, is the reality of what school will look like during this pandemic and in a hybrid model. If students were at school partially in person, all curriculum would still be online as if we were not in person. Teachers have to plan for the eventuality of someone being positive and another shut down and so must communicate both in person and plan for online. Teachers would be spending their time planning and sanitizing. Despite information to the contrary, there is not enough person-power to adequately clean a building or keep students socially-distanced in person. Students would be getting less face-to-face time than they are now, because teachers will be kept to a social distance of 6-10 feet (and indoors it really should be 18 feet, according to OregonLive) from students. In CDL, teachers can individually check in with every student every day - even multiple times a day if needed. There is more contact with students and parents than in normal times. If we were in person, there would be no group activities, laboratories, or outside data collection. Students would be in cohorts and would not necessarily even be with their friends, a main argument of those that want in person learning. It would be an extremely sad and lonely environment, particularly because of the stark contrast of what normal school looks like. Students would not have a normal experience, even in the classroom and school building. Teachers are working tirelessly. They are creating groups within classes, pair-sharing, giving feedback - all online. All of the feedback I have received from students and parents has been overwhelmingly positive about the amount of effort teachers are putting in to engage their students and the well-being of the students. Students are working online successfully, are learning, and are resilient. As everyone says, these are unprecedented times, and we need to do what needs to be done to get back to normal. Changing the metrics so that things "appear" normal from the outside is cowardly, and not the correct way to keep students and teachers safe. According to Govemor Brown, "it is [her] top priority to get kids back into school safely." This does not and should not mean bending metrics to suit a demand, it should be following scientific data to allow in-person school for all when the metrics, as they are now, have been met.

Thank you for your time and consideration,

Amanda Corey

From: Amanda Corey
To: StateBoard Public Email
Subject: Public Comment: CDL Metrics
Date: Wednesday, October 7, 2020 6:42:11 PM

To The State Board of Education,

I am a concerned teacher. I have been thankful for our state's strict metrics because it means a safer, less stressful environment for all. There is a high percentage of teachers, 25% at least according to AARP and perhaps as high as 33% according to USNews, that are at High Risk for being infected and dying from COVID-19. This is not an environment in which we want students, who are now, according to Harvard, being called super-spreaders, to be present in. If you relax the metrics and wiggle around guidelines to make it work, against a large percentage of the teacher's wishes, you will be looking at a lot of deaths. It is not worth it to open for even one lost life. The initial information for K-3 metrics came from a South Korean study, according to Colt Gill, and even Mr. Gill has recognized that there are new studies coming out showing this information to need tweaking because children are spreading the virus more than previously thought, again from Harvard, CNN or UofMHealth. Caving to pressure from a group of parents who want their children back in class, regardless of the affects, is not the correct route to take. This is also only some parents. Many parents are in support of keeping schools closed until case rates decline and keeping metrics the same. You may not be hearing from them, or even teachers, because they are thankful for the current metrics and safety measures in place. No one is happy students are not in school. Teachers miss their students and a normal routine. However, asking teachers to return prematurely because some parents, some of whom also refuse to wear masks or social distance, want their children in the classroom, is asking too much. Teachers and parents will begin to make their voices heard as you consider shifting the metrics to meet the demands of others. Not adhering to a pre-decided metric, supported by science, is reckless and endangers the lives of teachers and students. Even students who do not die from this disease, who are asymptomatic, can have long-term lung and heart complications that will limit and even shorten their lives, according to Heart.org and Standfordchildrens etc.

Another thing to consider and communicate with parents who want their children back in school, is the reality of what school will look like during this pandemic and in a hybrid model. If students were at school partially in person, all curriculum would still be online as if we were not in person. Teachers have to plan for the eventuality of someone being positive and another shut down and so must communicate both in person and plan for online. Teachers would be spending their time planning and sanitizing. Despite information to the contrary, there is not enough person-power to adequately clean a building or keep students socially-distanced in person. Students would be getting less face-to-face time than they are now, because teachers will be kept to a social distance of 6-10 feet (and indoors it really should be 18 feet, according to OregonLive) from students. In CDL, teachers can individually check in with every student every day - even multiple times a day if needed. There is more contact with students and parents than in normal times. If we were in person, there would be no group activities, laboratories, or outside data collection. Students would be in cohorts and would not necessarily even be with their friends, a main argument of those that want in person learning. It would be an extremely sad and lonely environment, particularly because of the stark contrast of what normal school looks like. Students would not have a normal experience, even in the classroom and school building. Teachers are working tirelessly. They are creating groups within classes, pair-sharing, giving feedback - all online. All of the feedback I have received from students and parents has been overwhelmingly positive about the amount of effort teachers are putting in to engage their students and the well-being of the students. Students are working online successfully, are learning, and are resilient. As everyone says, these are unprecedented times, and we need to do what needs to be done to get back to normal. Changing the metrics so that things "appear" normal from the outside is cowardly, and not the correct way to keep students and teachers safe. According to Govemor Brown, "it is [her] top priority to get kids back into school safely." This does not and should not mean bending metrics to suit a demand, it should be following scientific data to allow in-person school for all when the metrics, as they are now, have been met.

Thank you for your time and consideration,

Amanda Corey

From: Amaya Bilbao Cromwell
To: StateBoard Public Email
Subject: Plea to Reconsider Health Metrics for School Reopening
Date: Sunday, October 4, 2020 9:36:11 PM

October 4, 2020

Dear State Board of Education:

This letter is a plea to encourage Governor Brown to ease the health metrics imposed on Oregon schools. If the current metrics remain unchanged, it is doubtful our schools will reopen during the 2020-2021 school year. I firmly believe that there are severe and long-lasting consequences to such stringent metrics, particularly for our younger students. As you know, kindergarten through fifth grade are formative years of a child's education. Academic and social learning foundations during this time are critical. I have witnessed first-hand my third-grade son's frustration, confusion and isolation as a result of distance learning. Attending school via computer during "on" days and independent learning during "off" days is an unrealistic long-term solution, particularly for primary school children. If our son is unable to resume in-person school soon, we will be forced to consider private school as a permanent solution. His frustration and isolation grow with each week of distance learning. By contrast, our seventh-grade daughter is doing somewhat well. She misses her classmates, the social aspect of middle school and receiving live, in-person instruction. However, because of her age, she has a greater ability to focus on a screen for longer periods of time. She is also able to maintain some level of social connection to her classmates by virtue of having a cell phone, an "advantage" our son does not have.

We are fortunate to have a nanny who is home with our children while my husband and I work. Unfortunately, many families have sacrificed their career to stay home with their young children. Obviously, these young children need an adult present for safety reasons. However, primary school children don't just need an adult present in the home, they need considerable assistance to navigate both "on" and "off" days of comprehensive distance learning. Tracking the different learning platforms, log-in credentials, Zoom meetings, technology glitches, and daily class schedules is enough to make an adult's head spin. Children in homes that do not have an adult providing undivided attention will be left behind. Children in homes that have multiple siblings or perhaps a parent or caregiver who is not technology savvy will be left behind. And then there are those children who rely on school as their only safe-haven and/or the only place where they are guaranteed a meal. The ramifications of continued school closures far surpass getting left behind; these ramifications are life-altering. While Governor Brown's health metrics are designed to protect our citizens, the unintended consequences are dire. And the ones who suffer most are our children and their families. Aren't our children arguably the most important, and in many ways the most vulnerable, citizens of our communities?

As I write this letter, I am listening to football in the background. How is it that we can go to a restaurant, get on a plane, go get our hair done, etc. and yet, our kids can't attend school? What is this all really about? Is it about elections, campaign donations and politics? If so, shame on Governor Brown and shame on anyone who supports her. And if it isn't about elections, campaign donations and politics, then what is it about because it certainly isn't about doing what is best for our greater society, which includes our children.

Schools CAN re-open safely by following protocols. Families who are not comfortable sending their kids to school in person, can choose to participate in the on-line program. But

please let families have a choice, especially those families of our youngest children. I greatly appreciate your time and consideration.

Sincerely,

Amaya Bilbao Cromwell

West Linn Parent and Democrat

From:	Amber Lashmett
To:	GILL Colt - ODE; Nik.Blosser@oregon.gov; PELT Candace - ODE; READ Tobias; Beverly.clarno@state.or.us; VELIZ Anthony - STBRD; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; SCURLOCK Jennifer - STBRD; lindsey.capps@state.or.us; hilda.rosselli@state.or.us; cheryl.l.myers@state.or.us; REP Doherty; REP AlonsoLeon; REP Helt; REP Hernandez; REP Neron; REP Reardon; REP Reschke; REP Sollman; REP Wallan; perry_christy@salkeiz.k12.or.us"
Subject:	On line school is not working, pulling them is my next option
Date:	Wednesday, October 7, 2020 11:13:31 AM

Hello, my name is Amber Lashmett, I have 5 children who are in the Salem Keizer school district. I am a stay at home mom and have been working with my children on the online program you have set in place for our children. I am here to tell you from my home and standpoint the teachers are trying but it is failing. My children are suffering. I have a senior at south high school who has had a 3.85 all through school, never experienced any mental issues. Due to no interaction with students and teachers along with isolation, depression has set in, we are now trying to figure out medication for her depression with suicide in her everyday thoughts. My sophomore is a social butterfly and an athlete who plays soccer. She is allowed to play soccer with masks, why are we not allowed to be in school with masks if it works? She is a 4.o student, her grades are slipping she is not progressing in her education, it is not working. My 8th grader has ADHD and can't stay on task without constant supervision, I'm home with him helping, what is happening to other kids where there is no parent there to help. My 6th grader is behind in all his classes, spends hours a day crying because he does not understand and is slipping behind. He is afraid to speak up on camera, afraid to look dumb because he doesn't get it. My fourth grader is doing ok, she is adapting, however her zoom fails constantly, and she cries. I am one parent with 5 kids, there are thousands of us in the same boat…… how is this our only option? I am trying, I am encouraging them every step of the way, I was hopeful we could hang on until November to get some face to face learning back. It feels like the metrics are not changing and the teachers union don't want to go back. Look at the numbers in Oregon, the death rate for corona we are not endangering our children with getting them back to some form of in person schooling, but we are endangering them by continuing to isolate them and not giving them a voice. They are smart, they are our future, they are essential. They deserve more. What are your plans to help these kids???? I will continue to advocate for my children , for all the children. Our government is failing us, Kate Brown is failing the children of Oregon. I plead for you to reevaluate the metrics, come up with another plan, the ship is sinking.

Thanks for listening,
Amber Lashmett

Sent from my iPhone

From: Amelia Dark
To: stateboard.publicemail@state.or.us
Subject: Concerned parent
Date: Thursday, October 1, 2020 5:34:23 PM

As we have almost completed our first week of distance learning in our small, some would even say, rural town, it's obvious that this is not the most beneficial or effective teaching for our children. My boys are in kindergarten and 2nd grade. My 5 and 7 year old are learning through a computer screen for 4+ hours a day...Wait, isn't excessive screen time bad for kids?! There is no universe that one would say this is appropriate for any kids, but especially our younger kids. I have friends scattered across the state partaking in in-person education and guess what? It's going great. Yes, the new Covid policies for cleaning, mask wearing, etc. don't make it "normal" school, but it's a lot better than what we're dealing with. Will school ever be our old normal again? Probably not. But we have to find a way to make it work; find our new normal and it's NOT distance learning. Prior to the Governors final metrics given at the end of July, my children's school had full intentions of going back in person, full time for the younger students. They had a plan! It checked all the boxes. But then we were clumped in with the requirements of Marion County meeting the metrics. Why?! My kindergarteners class has 11 students. 11. They can social distance the heck out of that. Do not clump us in with the bigger schools. Please look at it district to district or school to school. Please Oregon, do not fail my boys. Yes, children's failures are on you, because you have taken away the parents right to choose! Let me decide for MY kids. And others can choose for theirs.

You have the chance to make this right. I don't want to make this political. It needs to remain solely about the best interest of our children.

Sincerely,
Amelia Dark, parent of students at Sublimity Elementary School

From:	Amy Fredrickson
To:	StateBoard Public Email
Subject:	Public Testimony: reopening schools
Date:	Thursday, October 8, 2020 8:07:38 PM

To whom it may concern-
Please do not change the metrics just to reopen our schools. Our teachers (we) are not ready. We do not have the resources. We are already overworked during CDL. We know distance learning is hard. Dying is harder. Dealing with others dying is harder. Is it worth lives to reopen?

I am scared to reopen. My friends and teachers have compromised immune systems and will be forced to teach or lose a job. Lose their life. Lose their career. Lose their love. In order to stay alive.

It's cold and flu season which is not a good time to change metrics. That's like saying open the hardware store during a tornado. Our state opened our counties too early and the impact has been terrible. Please don't make the same mistake with schools.
Thank you. Amy F. Clatsop County

From:	Amy Mills
To:	StateBoard Public Email
Subject:	Public Comment: CDL is NOT Working Children Deserve Better
Date:	Monday, October 12, 2020 7:12:52 AM

To Whom It May Concern,

I am writing to express my extreme dissatisfaction and disappointment regarding Continuous Distance Learning for my children.

I invite you to put on your State of Oregon mask and enter homes. You personally government official who has control over changing this decision regarding CDL.

Spend a morning in my home. Watch my defeated daughter approach her desk and iPad with dread. See the sadness and anxiety in her eyes and the rounded slump of her little shoulders. Hold her like only a mother can when she runs to be sobbing in the middle of a WebEx call because she is so lost and confused and is unable to get the teachers attention among the 20 other students the teacher is trying to help. When a math program called IXL is “teaching” her critical math concepts. Only it is not teaching her at all. Only telling her when she answers wrong and she does not understand the concept. You need to be the one to dry her tears. You need to be the one to try and come up with the numerous different ways to try and explain the concept to her so she can grasp it. Then I must ask, are you a trained educator who has the patience and skill set to do this? I certainly am not. And would certainly welcome your help. I consider it a successful day only when Claire cries only once that day and does not tell me how “stressed out” she is. Words that an 8 year old should never utter.

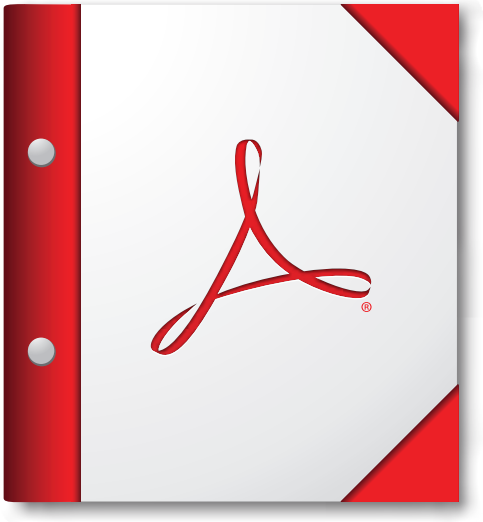
As an adult I hear the frustration and impatience in my child’s teachers voice. She has been nothing short of amazing, but it is there. By Friday she looks downright haggard and exhausted. I can see why. She does not know how to help her students when critical apps for learning are down. Instead the parents are bombarding her with texts asking why the app will not work. When something goes wrong she tends to blame wi-fi. Either hers our ours. The problem is not wi-fi, the problem is distance learning in general. I am tired of hearing excuses.

I personally have taken a leave of absence from our business. Before the pandemic I had the flexibility to work while my children were in school. Because I am currently not working my husband is working upward of 80 hours a week to compensate for my absence. When he is home he is completely unavailable for our 13 year old son and 8 year old daughter. This is the choice we had to make. My children are being raised essentially by a single mother in a broken yet together home.

I appreciate there are no easy answers to this situation. For every letter you receive asking to open schools an equal number arrive imploring you to keep schools closed. Rather, let’s keep our state the great state it is and let us have choices and the ability to make decisions that are right for our children and families. We are counting on their future.

Sincerely,

Amy Mills
541-213-8214



For the best experience, open this PDF portfolio in Acrobat X or Adobe Reader X, or later.

Get Adobe Reader Now!

From:	Amy Vandetta
To:	GILL Colt - ODE; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; RUSSELL George - STBRD; SCURLOCK Jennifer - STBRD; WHEELER Bridgett - STBRD; VELIZ Anthony - STBRD
Subject:	A plea, for the sake of kids (isn"t that why you chose education in the first place?)
Date:	Monday, October 5, 2020 9:01:50 AM

To whom it may concern,

Remember why you chose the field of work that you did? Do you remember?I am going to make the assumption that you chose this field because you wanted to make the younger generation better. Keeping these metrics and children out of school is going to do that, and you know that. Trying to play doctor or scientist isn't your call, kids are going back to school in other locations, trust the people that study this stuff, and do your job, and they will do theirs.

Let us as parents make the decisions of our children's health.

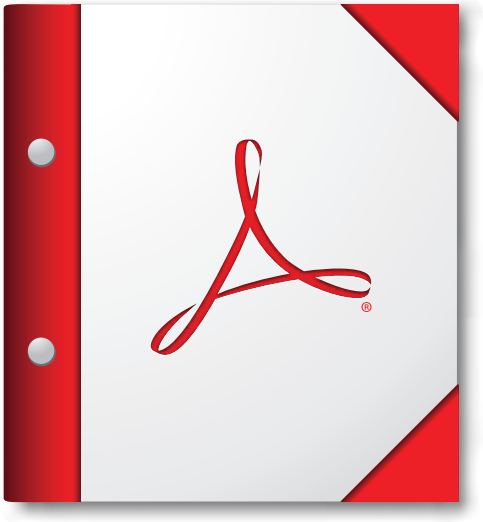
We would never put our children in a situation that we felt was unsafe, so of course we are going to do our homework too.

I encourage you to challenge yourself to be better, to do better, and in the end, work for our kids better. Let them go back to school, this isn't a sustainable model, and you have to know it.

I encourage you to think back why you chose this as a career.....our kids and their futures are counting on you. Do the right thing.....as it is pretty obvious what that is...let kids back in the buildings and make accomodations for those teachers and students that don't. That's equality.

Sincerely,

A very very concerned parent.

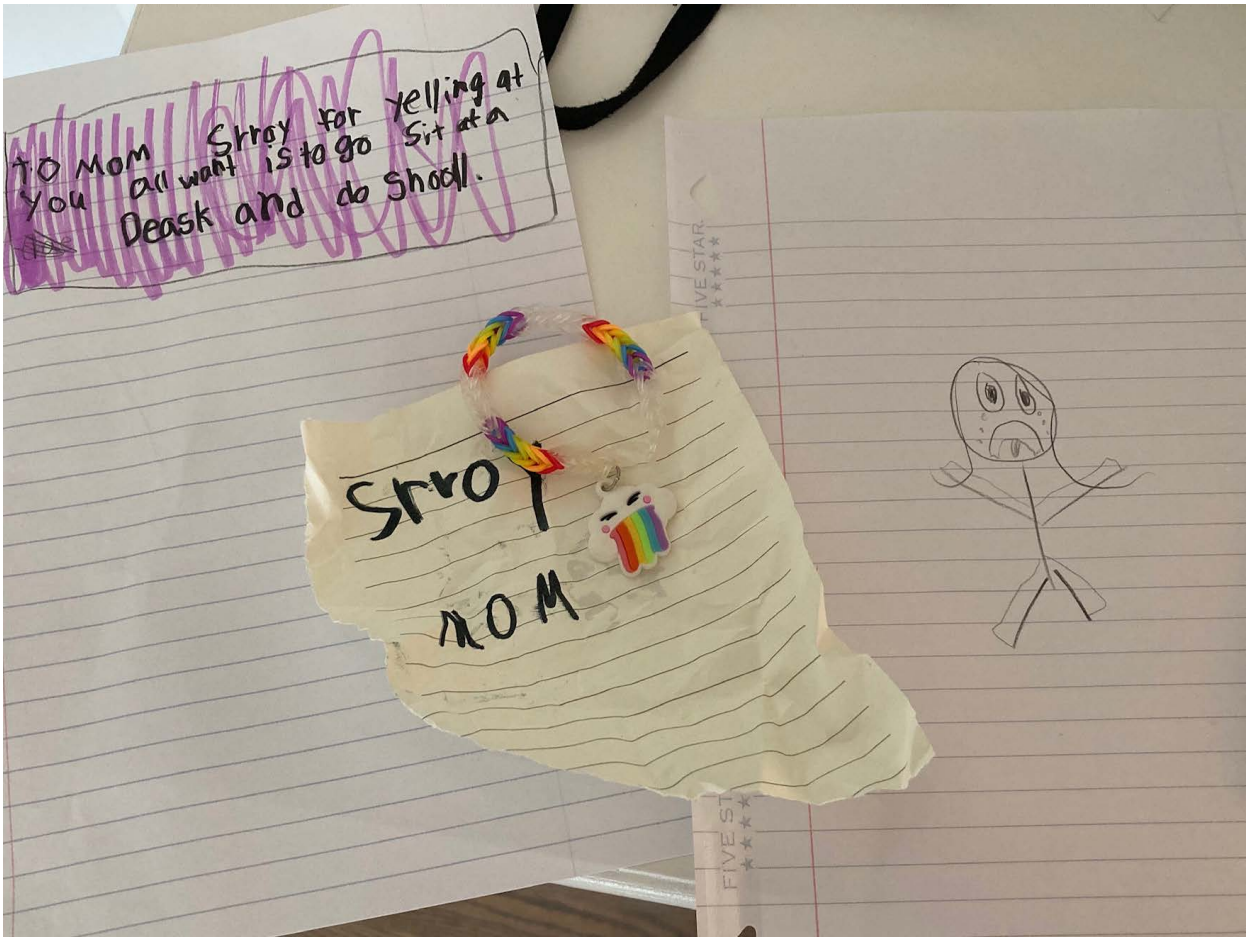


For the best experience, open this PDF portfolio in Acrobat X or Adobe Reader X, or later.

Get Adobe Reader Now!

From: Angie
To: colt.all@state.or.us; StateBoard Public Email
Subject: My daughters notes today...
Date: Friday, October 9, 2020 9:54:44 AM

My daughter is 9 years old and In fourth grade and this is what our distance learning looks like. She suffers from
Dyslexia and cries nearly every day. I don't think anyone knows the true damage that is being done to our children... here it is, plain as day right in front of your face, now tell me that you are not making a decision right now that is literally damaging our future generation! Be at peace with that and lay your head to bed at night and feel at peace... I dare you, because I sure as hell don't! You are destroying families and children one by one! Portland will never be the same! I am ashamed to live here!!



Sent from my iPhone

From: Anna Lidbeck
To: stateboard.publicemail@state.or.us
Subject: Distance learning
Date: Thursday, October 1, 2020 4:47:58 PM

Comprehensive Distance Learning is the largest disservice to K-12 students I have ever seen. My child's mental health has declined considerably since staring at a Zoom screen for 6+ hours/day.

The metrics put out by our Governor to open schools is completely unreasonable. Casinos which traditionally have the most vulnerable (senior citizens) visiting are open, but our schools are not. That is utterly ridiculous. Our children are the LEAST at risk and the science backs that claim. We can't stay isolated forever.

PLEASE put your political pettiness aside, quit using my child as a pawn and open the schools to in person learning!!

Anna Lidbeck

Sent from my iPhone

From:	Anna Marie Kibler
To:	StateBoard Public Email
Subject:	Please allow schools to open
Date:	Friday, October 2, 2020 7:38:55 PM

Dear Board,
Please revise the strict state metrics for the reopening of our schools. My son's school has diligently put together a safe reopening plan following the state and national guidelines. Please let the decision to reopen be given to individual schools and families who are more than willing to do so safely following ALL of the guidelines given to them. PLEASE! Many kids are being left behind in our state while the majority of states around the country have shown kids can and are returning to school safely. Even NY, one of the hardest hit by covid, is allowing schools to open.
Sincerely,
Anna Marie

Sent from my iPhone

From: Anna
To: StateBoard Public Email
Subject: ODH schools
Date: Thursday, October 8, 2020 5:32:18 PM

I teach and have children in the school system and I am worried for my family and my school community. I know some parents are asking for in person school, “get back to normal”. This is unacceptable. “Normal” is not at all what will happen. My students are able to sing, dance, and play with instruments in their homes but in person these things would not be safe. The safety precautions needed to really keep anyone from being exposed are not even close to normal.

We are just getting good at this new learning process and should not change and disrupt student learning. I am making connections with entire families in this virtual world. This is one of the biggest ways to support student success rates. We need to support parents or relatives (Financially if needed) to provide supervision for students in their homes and use this time to foster healthier relationships with schools and communities.

The trauma that we have already suffered is going to have lasting effects and children are scared to leave their families. It is going to need to be very safe and well planned when we bring students back, so as to not traumatize them more.

As we learn more about the virus our procedures and best practices must change. One change that must be made at the state level is to follow the CDC guidelines that do not allow face shields as a substitution for masks. We have rising spread in work places in Oregon, and if we add students into these spaces the outcome could be catastrophic. Please make prudent plans for our state that are supported by the most recent scientific studies.

Thank you
Anna Robinson
Music Teacher for 20 years

Sent from my iPhone

From: Anne Olsen
To: Anne Olsen
Subject: School Reopening is Essential!!
Date: Wednesday, October 7, 2020 9:50:23 AM

To Whom This May Concern,

My name is Anne Olsen and I am currently a mother of 5 children in the Salem Keizer School District. I am a stay at home mom as well as the Head Volleyball Coach at Sprague High School.

We have now suffered through the first couple of weeks and I can tell you that while my kids are doing their work etc, this is not education! Our school district just made a rule that teachers, if teaching at the schools even in the room alone by themselves, must wear masks! If they can't comply, they must teach from home. My 8 year old son with ADHD is now on day 2 of no zoom meetings due to the fact that his teacher doesn't have great internet at home. I don't blame the teacher at all. She is trying her hardest. The rules and everything that the school district and state are putting forth are ridiculous.

Education is essential. Why is it that we can shop in any grocery store, eat at any restaurant, get our hair and nails done, workout at a gym, etc and yet sending our kids to school is deemed too dangerous?!?!? We parents want options. We want the option given to send our kids back to school. As a Coach, players and parents assume the risk of playing that sport. They are given the option to make that decision and if they feel it is too dangerous, THEY are the ones who get to make that decision. We as parents are not being allowed to be parents and make decisions for our families and our kids. These standards and metrics we are being held to need to be reevaluated and changed. Oregon is one of the lowest case per capita in the US and yet we are 1 the few states who still have not been allowed to send our children back to school.

Please reconsider and get our kids back in school ASAP!!!

Thank you,
Anne Olsen

Sent from my iPhone

ARAN K. REDDING

6710 SW 162nd Dr, Beaverton, OR | 503-780-6255 | arankredding@gmail.com

9/30/2020

To whom it may concern:

First let me say how much I recognize and appreciate the work that countless administrators, teachers and staff have done throughout the summer under constantly changing variables to bring about some sense of "normal" for our students this Fall. That said, I continue to be disheartened that Oregon insists on taking the most conservative stance possible toward returning to school and extracurricular activities.

I work for a larger school district in a very busy middle school front office. I worry about the students in our building who make up 60% free and reduced fee meals. Many of these students come from single parent homes, both parents working, and homes that are experiencing job loss because of the pandemic. These students are the ones who are being the most affected by the distance learning model. They don't have the luxury to have a parent at home to supervise, or pay for private school or creating an educational pod in another home. I cannot even tell you how many calls we fielded the first week with frustrated parents because of internet connectivity. Hot spots running out of data because they have to utilize Zoom. Parents in tears because they have to leave their 6th grader home alone all day only to come home and find their child in tears because they miss making friends.

My family is fortunate. We have two daughters who are self-motivated. We have a Junior and an 8th grader. My junior is a volleyball player. She played for her high school and was so excited for another season that has since been postponed and will most likely be cancelled. I have a difficult time hearing from friends in other states where their children are playing fall sports. We have been able to get our daughter into private volleyball clubs to play and attend trainings. Our other daughter is able to take dance in a hybrid model; 1 day in person and 2 days via Zoom. If it wasn't for these extra-curricular activities, I don't know that our daughters' mental health would be as good as it is. I can't even imagine the kids that don't

have opportunity for athletics or extra-curricular activities. Just today, we received the below message from our school district. It appears that ODE and the districts are fully aware of what is being done to our children. How many youth suicides will it take before we stop and take a deep breath and realize that this pandemic does not affect our youth.



I am heartsick over the number of my students who have withdrawn their enrollment from many districts in favor of more established online charter programs, homeschooling, private schooling. This is no way to cultivate a healthy, diverse community. We are not "doing this together." It's every family for itself. Those with the means to host "learning pods" or off-book sports practices are doing so, and those without the means and connections are left out. Some families have even left the state so that their children can participate in sports and classes. Oregon's loss is Idaho's gain. What will happen to our district funding next year with all of these defections?

If we as a community can decide that it is safe enough to gather in large numbers to fight for social justice---and I believe that it is---how can we not find a way to make it safe enough to educate our children in person? Have we decided that protesting is an acceptable risk, but providing an appropriate learning environment for children is not? That our vulnerable and marginalized students are worth fighting for in the streets but not in the classroom? Schools are highly unequal. But the ability of families to provide education is even more unequal. Our own children have participated in many activities and because safety protocols were in place, not a single outbreak. We were supposed to flatten the curve, and we did. Now we

have to meet a metric that is unattainable, 10 cases per 100,000. We are putting our students at such a severe disadvantage Nationwide. We truly cannot say that we are all in this together as a nation when it comes to the Nation. We are not. Get our kids back to school. Not in February 2021, but in November 2020. It's time to stop punishing our children.

Sincerely,

Aran K. Redding

From:	Asha Pantula
To:	allstudentsbelong@state.or.us
Cc:	ryan.noss@corvallis.k12.or.us; schoolboard@corvallis.k12.or.us; SEN Gelser; rep.danrayfield@oregonlegislature.org; stateboard.publicemail@state.or.us
Subject:	Concern with recent ODE Rule
Date:	Friday, October 2, 2020 10:41:16 AM

Hello,

I hope this email finds everyone safe and healthy. My name is Asha Pantula and I am a former student of Crescent Valley High School, in the Corvallis School District.

I recently found out about the new rule ODE is creating banning hate speech and symbols. I largely think this is a much needed policy change and applaud the intent of the rule. However, I am concerned about the rule change outright banning the swastika. The word "swastika" means "conducive to well-being" in Sanskrit. While the Nazis used the swastika (which they called the hakenkreuz) as a symbol of hate, it was originally used by Hindus as a symbol of prosperity and good luck, and Hindus continue to use the symbol to represent our religion today. You often see the swastika on the doorstep of Hindu homes, and people often wear the swastika on jewelry for good luck. The Hindu swastika also looks different from the Nazi symbol. I attached an image here if you would like to see the difference.



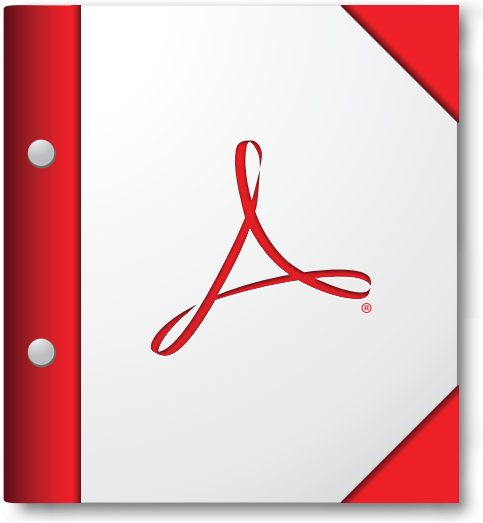
I completely understand the intention of banning the swastika, given the horrific history of the Holocaust. Most Hindu Americans are also aware of the implications of the swastika in American society, and do not generally display the symbol in public. However, for Hindu students, the outright banning of this symbol is hurtful. It says that a symbol of faith--stolen in the name of genocide--is inherently evil, and Hindu students feel less comfortable being themselves. In a virtual environment, Hindu students who have the swastika displayed in their homes could be unfairly reprimanded. The Oregon Department of Education should reaffirm that hate is wrong while also not blanket-banning symbols that mean different things to different people. Banning the swastika outright is like banning the cross because cross burnings were used by the KKK to terrorize people of color.

As a concerned community member, I ask that ODE removes the word "swastika" from OAR 581-022-2312. I believe that the descriptor of "symbols of hate" would allow schools to use discretion to address students who display the Nazi swastika with a hateful intent,

without singling out a symbol that means a very different thing for Hindus. At the very least, ODE should replace the word “swastika” with the term “hakenkreuz” or “Nazi sign” to distinguish the two symbols. Teachers also must be educated on the difference between the two swastikas.

Please let me know if you have any questions or concerns about what I have to say. I would be happy to provide you more information or resources.

Thanks for your consideration,
Asha Pantula



For the best experience, open this PDF portfolio in Acrobat X or Adobe Reader X, or later.

Get Adobe Reader Now!

From: Aubrey Burningham
To: GILL Colt - ODE
Subject: We are going to pull our kids
Date: Wednesday, October 7, 2020 9:45:13 AM

The current metrics for school openings are unacceptable. Our children, families and teachers are all suffering. Those who are afraid to teach or go to school can continue to do distance learning but those of us who want to go back to school will have to simply pull our students from the district until enough funding has been lost that things will be reconsidered. This is not science based or teachers sitting alone in a room on a zoom class would not be instructed to wear masks. Children cannot understand them through a mask! This has gone much, much too far.

Aubrey Burningham

From: Gmail
To: StateBoard Public Email
Subject: Reopening Oregon Schools
Date: Friday, October 2, 2020 6:57:58 PM

To whom it may concern,

I am the mother of 4 children (3 bio and 1 foster), residing in Tualatin. As I'm sure you know by now, the current Comprehensive Distance Learning system is failing our students. I know these teachers are working overtime, and I deeply respect them all. But my kids and I are struggling. They are frustrated by the online learning model, they are emotionally drained and they (like myself) are so confused as to why they can go to Target and a playground with their masks on and proper hand-washing, but they cannot go to school, where safety measures would be much more intense.

My family resides in Clackamas County, and the COVID numbers here are very low, as I know they are in many other counties in Oregon. I am grateful that my children are young (4, 5, 6 and 8), and they at least have a chance at returning to school under the K-3 exemption at some point this year. But there are many other kids who have very little to no hope, because they are older, and the metrics are too stringent, much more stringent than almost every other state in our nation, and certainly more stringent that Washington, our closest neighboring state.

Why is there a drastically bigger emphasis on the physical health concerns of COVID than the mental health concerns of our students and families? Why is education not an "essential" service in Oregon? How is it that bars, restaurants, shopping malls, casinos and gyms can be open and operating under safety guidelines, and schools cannot? I believe there are enough teachers that would feel safe returning to the classroom with strict safety measures in place, and those students and teachers who are high-risk can still be given the option to continue their education using the CDL model. I am so impressed with our district's safety plan for returning to school (WLWV district), I feel safe sending my children, and 99% of the parents I have spoken with feel the same way. We have all been having our kids wear masks for months, and they have proven they can indeed handle it! They are smart, capable people, and not everyone gives children the credit they deserve for being able to handle safety measures and thrive with them. I implore you to really look at the data regarding children spreading COVID, and ask that you consider relaxing the metrics slightly, so that our Oregon students can receive the full education they deserve, while simultaneously keeping the community safe. The safety plans are there. The kids are ready. Let's give our amazingly competent teachers, staff and students the opportunity to prove they can teach and learn in a safe, healthy environment, for the betterment of their education and their mental health.

Thank you for your consideration.

Becky Bell

Sent from my iPhone

From:	Becky Hawkins
To:	stateboard.publicemail@state.or.us
Subject:	comments
Date:	Friday, October 2, 2020 6:28:12 AM

To whom it may concern: As an elementary school educator, I feel strongly that our students should be back in the classroom. Currently in my district, children attend 2 hours a day, 2 days a week in cohorts of 10 or less. I'm not sure why 2 hours is the magic number. (Does the virus come out after 2 hours?) If we are allowing cohorts to be at school on alternating days, please modify the 2 hour rule. Allow them to be here at least a half day or better yet a full day. Also, please modify the bus rule. Allow more students to ride a bus. In reality, these kids are around each other in other environments. Let them ride the bus together. This would allow for more students to receive on-site instruction and be cared for in other ways. By making these two modifications to current rules, we could do so much for all of our students, but especially the marginalized students - special education, ELL, children from homes that struggle to provide a safe and nurturing environment. These students are currently being moved completely off the page - they are not even in the margin anymore.

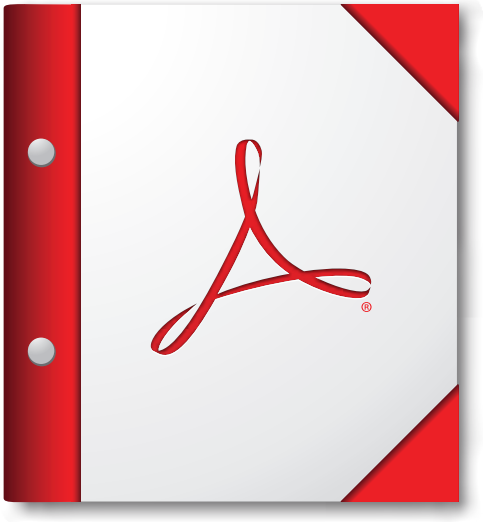
--
Mrs. Hawkins
5th Grade Classroom Teacher
Vale Elementary School

From:	Becky Peterson
To:	StateBoard Public Email; Tom Peterson
Subject:	Distance learning
Date:	Wednesday, October 7, 2020 9:48:47 AM

To Whom it May Concern:
Re: Distance learning and State School Board Meeting 10/15

First and foremost I would like to say how much I empathize with all of our educators right now. Distance learning is not ideal for anyone. My daughter is severely dyslexic. She is a 5th grader reading at a 2nd grade level. However, she is so smart and dedicated to school. Only problem is she cannot read. Distance learning for children like her is impossible. They try so hard, but they need that in person instruction. Teachers need to see the struggle on their faces and know when to take a break or give some extra time. For parents of children like her, we are in a living nightmare. We have worked every day of her little life to give her the confidence to overcome this hurdle. My child is blessed with a tutor 2 days a week, does homework every night until bedtime. She physically cannot work any harder, but is getting nowhere. I see her confidence slipping, her love for school vanishing, and joy and laughs are few and far between. This kid begged to go back to school since last March, now 3 weeks into distance learning she begs me to take her out of school. I know you are hearing so many stories just like this. Please, please let's find a way to go back to school in person! My family has even started discussing moving to another state just to get our daughter back in the classroom.

Please hear the cries for help!
Becky Peterson
Parent of a 5th grader at Coburg Community Charter School
541-513-9218



For the best experience, open this PDF portfolio in Acrobat X or Adobe Reader X, or later.

Get Adobe Reader Now!

From:	Brandy Slate
To:	stateboard.publicemail@state.or.us
Subject:	In person schooling.
Date:	Thursday, October 1, 2020 9:18:19 PM

To whom it concerns,

My 7 year old son was in tears today because he was confused on an assignment and also because he wants to be able to learn with, and make “new” friends. How am I supposed to explain that I have no idea when (or if) he will be able to learn inside of a classroom again? How am I supposed to comfort him when he asks why we can go to restaurants and eat “around other people” and yet he can’t go to school?

What are all of us parents supposed to do when we cannot work because there is nobody to help with our children? How are we supposed to support and pay our bills? This isn’t fair to us, let alone our children and something has to give.

Please help us provide some normality for our children!

Brandy Whitten

From: Brenda Risinger
To: StateBoard Public Email
Subject: School
Date: Monday, October 12, 2020 7:40:49 AM

Please open up the schools for our children....my son will do better in school
In person.

Sincerely
Brenda risinger

Sent from my iPhone

From: Brenda Schreiber
To: RUSSELL George - STBRD
Subject: reopen the schools
Date: Monday, October 5, 2020 12:04:43 AM

Dear Mr. Russell,

My name is Brenda Washicko, and my family moved to Oregon in January from San Diego, CA. Our children, who are now in 3rd grade and pre-K, were only in their new school for 2.5 months when their school was closed for "2 weeks" to flatten the curve. Oregon has had so few cases compared to other states. Now many states have opened for in person learning, including the smaller and private schools in San Diego, which started in early September due to the waiver program for kids K-6. Now the public schools are starting to open. The strange thing is that California has had many more cases and deaths than Oregon, so why aren't our schools opening? Why are the metrics so difficult to attain, and why do we have to wait 3 weeks before returning after meeting our numbers? Other states have 10 days or 2 weeks, but it is like Oregon doesn't want children back in school.

Teachers are ESSENTIAL workers, and school is the backbone of our society. Parents are trying to work and teach their kids, and it is not working. Personally, I had to quit my job to home school. While my children are in private school, and the teachers did a phenomenal job going online last spring, online learning is NOT the same as in person learning. So, now my daughter has lost part of her second-grade year, and now she is losing part of her 3rd grade year. Should we go back to California or another state that has opened their schools? These are FUNDAMENTAL years for education (reading, writing and arithmetic). Besides now having an uphill battle with her lost time in these important academic subjects, she is losing part of her socialization. She is a very active, outgoing people person, and she cries every day in front of her screen. Luckily, many parents are having play dates, so we are not quarantining. NO adverse impact is occurring. Instead, life is just much harder for parents, teachers and students. Personally, we are so fortunate to be a two-parent family with resources, but the children who are truly suffering are the ones with special needs, one parent, lower income, POC, etc. Children are left alone, neglected, abused, depressed, isolated, etc.

We can out to eat, get our hair done, go to bars, shop at Costco (and Target, etc.), and those workers (who come into contact with so many different people daily) are fine. Not to mention, many of my friends (or their spouses), some of whom are doctors, nurses, paramedic, fire, etc. are all expected to go to work. However, our children are prohibited from going to their schools because their teachers don't think they are essential workers. The older teachers and vulnerable teachers can retire, take a sabbatical or teach online. If they don't want to work, then don't pay them. If my friend, who is a nurse working on a Covid floor, can go to work and not catch Covid, then why can't teachers be with children who are the least likely to have Covid and spread it? These poor decisions are killing our families, and

our future generation is depressed; they miss their friends, teachers, and their schools. The pediatric community, the CDC, and other world governing bodies are now all saying that children should be back in school (with safety precautions). It is now time to reopen and not after the election.

PLEASE REOPEN THE SCHOOLS!!!

Best regards,
Brenda Washicko

From:	Brianna Malott
To:	StateBoard Public Email
Subject:	Public comment
Date:	Wednesday, October 7, 2020 12:20:14 PM

We need an in person option for school. My children, as I'm sure many others, need more structure, guidance, and social interaction with their teachers and peers. They are struggling to stay focused and stay on task. My kindergartener is already telling me she doesn't like school and doesn't want to go. That is not a good start to the next 12 years of her life. My son is falling behind in his academics. He's bored and uninterested in school.
They need to be in school with there teachers and peers.
This is coming from a family that's trying to be there and support their kids as best as possible. I am severely concerned about the kids that don't have the same support. Not all families are as able or ,possibly, willing to do the same.
This makes no sense! Please come up with an in person option for the families who would like to make their own choice to go back.
After last spring being a complete mess and the first three weeks of this school year, mainly teaching the kids how to navigate through distance learning, our kids are falling behind! Academically, Socially, and mentally....
If I could quit my job and home school, I would take my kids out of the public school system.
If I could afford private school, I would take my kids out of the public's school system.
We are all failing these kids right now.

Thank you for your consideration,

Brianna Malott iPhone

From:	Bridget Lane
To:	StateBoard Public Email
Subject:	Public comment
Date:	Wednesday, October 7, 2020 8:48:36 AM

I would like to understand the reasoning behind allowing bars, restaurants, airlines, spas, gyms, hair salons etc to open with restrictions but our schools cannot?

If I can go to a barre class my child should be able to go to school.

If I can eat at a restaurant without a face mask my child should be able to go to school

If I can get on a plane and fly across the U.S. my child should be able to go to school

If I can sit in a hair salon for 3 hours getting my hair done my child should be able to go to school.

I know personally of one child that has committed suicide during the lockdown. We will never know if this prolonged lockdown contributed to this child taking his own life. What we do know is this lock down has negatively affected our youth tremendously.

I hope you reconsider the metrics in regards to covid so our schools can open!

From:	Britney
To:	StateBoard Public Email
Subject:	FPlease allow us to safely reopen schools at least for hybrid!
Date:	Friday, October 2, 2020 9:36:27 AM

There is so much to say but I'll keep it brief. I am one of the admins for the Clack to School Facebook page. This is a parent-led effort to get our kids safely back to school now. Although this started with Clackamas County in mind, it has spread like wildfire. There are now multiple groups with THOUSANDS of members across the state. We've received a lot of media attention and had our first rally yesterday. More are planned for even this next week.

Parents want to be heard. But SO DO teachers. We have many in our groups. The unions are not representing their interests.

We don't want to force anyone to go back. Our ask is this: return decision control back to the local districts to allow for the option of the return of in person learning.

The science is on our side. Our site is replete with evidence based and science backed articles to prove it. That is in addition to the many heartbreaking stories of kids struggling with online learning. We are happy to accept your invitation to look at these if you want to join the group. Facebook.com/groups/clacktoschool/

Please. Give control back to the districts. In my district, Lake Oswego, parents and teachers voted months ago (during the summer peak) overwhelmingly to return to school. Brown's strict metrics (among the most stringent in the country) then took that away from them.

So many districts have submitted their SAFE reopening plans to the ODE. They comply with the guidelines. The strict metrics are holding us back.

Please. The harm these policy decisions is causing is too much. We CAN do this safely.

Thank you.

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email; GILL Colt - ODE; SEN Fagan; sen.cliffbentz@oregonlegislature.gov; sen.CliffBetnz@oregonlegislature.gov; sen.alanolsen@state.or.us; sen.chuckthomsen@state.or.us; sen.robwagner@state.or.us; SEN Wagner; sen.fredgirod@state.or.us; sen.kimthatcher@state.or.us; sen.ginnyburdick@state.or.us; SEN Taylor; REP Power; rep.jeffeardon@state.or.us; rep.janellebynum@oregonlegislatire.gov; REP Neron; REP Doherty; REP Salinas; REP Drazan; REP Meek; REP Williams; REP Bonham; REP Prusak; REP Bynum; REP Lewis
Subject:	Vanity Fair (!) dismantles the anti- back to school arguments
Date:	Monday, October 12, 2020 5:08:05 PM

In case you don't have time to read (because we have been supplying you lots of critical reading material), some good sections below. From an author out of Seattle.

EVERY argument you have heard - and maybe made yourself- to keep schools closed is surgically discredited in this piece.

https://www.vanityfair.com/news/2020/09/forget-zoom-kindergarten-put-kids-back-in-school?fbclid=IwAR22it6i8PzLGx9fINnIE9_yHgQ_pyXu8EUJKwL8Rfxr4a6Qh3zQAEFWwAY

It became clear that COVID, while contagious, isn't the measles, racing through populations like a fire through straw, or the bubonic plague, sparing only a fraction of those afflicted. Yes, it can be deadly, especially if you're exposed to a high dose or you're weakened by age or comorbidities, but distance and ventilation go a long way. Loud bars are dangerous, but you have to work hard to get infected outside. At this point COVID has become like a grizzly or shark: dangerous enough to be respected, unpredictable enough to kill for no good reason once in a while, but understandable enough to be handled without resorting to bunkers.

As of September 16, 2020, according to the CDC, 92 children under 18 have died of COVID-19 since February 1 of this year. In that same stretch the flu has killed 123 children, and ordinary pneumonia has killed 313. Over 19,000 children have died of other causes. When it comes to hospitalization rates for children, they are no higher among those with COVID-19 than among those with the flu. Children who have died of COVID-19 seem already to have had serious health problems. For instance, a recent study from England of 651 people under 19 who got sick enough to be admitted to the hospital—meaning cases of already-exceptional severity—found that six died, all of whom "had profound comorbidity." This is echoed by a CDC statement: "Of the children who have developed severe illness from COVID-19, most have had underlying medical conditions."

At the start of this month, there had been 792 pediatric cases of MIS-C in the United States, leading to 16 deaths, accordingto the CDC. That is out of more than 500,000cases of COVID among children in the United States.

In other words, fewer than 0.16% of kids with confirmed cases of COVID have developed MIS-C. Those who died of it made up 2% of that 0.16%, meaning the other 98% of that 0.16% recovered. In sum, even if your child is unlucky enough to contract COVID, the odds of him or her developing MIS-C and dying of it would be roughly under 1 in 30,000. That is lower than the odds of being murdered in a year

Human nature being what it is, some people will find the action of cramming students and teachers into a classroom to be too frightening to contemplate, period. We cannot blame them for feeling that fear. But we can blame those who insist on letting that fear make our decisions for us. They are harming the long-term learning prospects of children, aggravating many teachers, forcing many parents to quit their jobs, and making young people anxious, bored, and depressed. These are certain harms that must be weighed against claims of potential harms from reopening. So yes, we'll each have our personal COVID safety protocol and act judgmental about everyone else's. If you wear a mask outside, I can say you're silly, and if I refuse to dine indoors, you can say I'm hysterical. It doesn't matter how we feel or what you or I do. But it does matter whether we choose as a society to let our schools stay closed. We've hurt our kids long enough, and it's time for the fearless and fearful alike to grit their teeth and put a stop to it. Ease into things over the course of weeks, if it reassures people, and open the windows and put on fans to be super safe (even if winter coats will be needed for the cold), but get kids back at their elementary school desks five days a week. Class should no longer be dismissed.

Get Outlook for iOS

From: Britney
To: StateBoard Public Email
Subject: Washington and Cali kids get to be back in school
Date: Friday, October 2, 2020 5:30:55 PM

What happened to linking arms and addressing Covid with some uniformity? Washington kids are back in school because their kids go back if it's 75/100k case count.

California kids are also back because their metric is 50/100k.

And each of those states were once hotspots. Oregon has never been.

Another statistic for you: last year, one in three Oregon high schools ranked in the bottom quartile nationally. The state overall is #38 in the country for its education program. https://www.google.com/amp/s/www.oregonlive.com/education/2019/04/nearly-1-in-3-oregon-schools-ranks-in-bottom-quarter-nationally-us-news-finds.html%3foutputType=amp

We can do better. We owe it to our kids. Schools can start to reopen safely.

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email
Subject:	Prioritize schools over everything else is open
Date:	Friday, October 2, 2020 6:02:41 PM

If you want to keep your strict metrics about reopening, fine. But then close down other things that are preventing us from achieving these metrics.

Bars. Restaurants. Businesses. Grocery stores.

All important. But there are ways to get food and drink and commerce without going to brick and mortar.

It is now self evident for so many that online education is only successfully achieved in the brick and mortar.

Before you start to say you can't compare the two, you are wrong. Sure, you may only be in a bar, restaurant, etc for minutes or even up to hours, but you are in close proximity to others. You are around hundreds of strangers. In the case of eating, you are masks off in close proximity with those at your table, who don't live in your household. And what about those blessed grocery clerks who don't even wear gloves as they touch all our food as it goes in the bag?

Schoolchildren would be masked, distanced, and with the same kids and teachers, every day. We are only even asking to start with hybrid, which is about the same amount of time you spend at a restaurant or bar or maybe even grocery shopping.

And don't get me started on liability. I'm a lawyer. If you don't feel comfortable with waivers, sign some legislation to make it so.

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email
Subject:	Hard data that shows our metrics are too strict
Date:	Friday, October 2, 2020 6:28:43 PM

In most other states across the country, our kids would be in school.

So much science shows of the schools that have reopened, the spread is not happening at the schools. The spread is happening by the behavioral choices of so many outside the school setting that is directly affecting our kids. Please don't be hypocrites. Be consistent. Prioritize schools.

Did some digging on other states and their metrics.

Here's what I found:

• CDC's latest reopening guidance has a color-coded chart when discussing risk factors. https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html#thresholds

• Presently, Oregon's metrics straddle the green/yellow mark, indicating more conservative/strict metrics.

• Phoenix, Arizona (Maricopa County): In person allowed when cases are below 100/100k for two weeks, and below 7% positivity rate. These metrics straddle the CDC's yellow/orange mark, which are in the middle of being strict vs. lenient. https://www.maricopa.gov/5594/School-Metrics#waiver

• NY: Appears to just be 5% for 14 days to re-open; schools will then close again if above 9%. These metrics also straddle the yellow/orange mark. https://www.governor.ny.gov/news/governor-cuomo-announces-new-data-driven-guidance-reopening-schools.

• Idaho: Is based on 10,000 and hybrid can operate with 5/10k, which is the same as 50/100k. This metric is in the yellow/orange mark. https://www.idahoednews.org/news/our-new-map-features-school-reopening-plans-plus-county-coronavirus-risk-levels/

• Washington: In-person elementary can begin at 75/100k. This is in the orange CDC category. https://medium.com/wagovernor/inslee-announces-education-recommendations-for-2020-2021-school-year-4d510fe16f4

• LA, California: Districts can open if they get a waiver from the state and cases are under 200/100k. That is in the orange CDC category. K-12 can reopen if they have under 50/100k and are between 5-8%. That is the yellow CDC category. https://www.latimes.com/california/story/2020-08-29/when-can-schools-reopen-under-new-state-rules-its-all-about-color-tiers-and-waivers

• Connecticut: 25 cases/100k for some in person classes. In the CDC yellow metrics. http://www.chronline.com/community/why-washington-states-guidelines-to-open-schools-are-

more-cautious-than-others/article_dc544b04-fc41-11ea-8df0-ef99709dae0a.html

This last article from Washington was particularly informative, because it also demonstrates how strict Oregon is compared to other states, and also that Washington leaves its opening decisions to the local districts, unlike in Oregon.

Bottom line: I'm sure we can keep looking, but Oregon's metrics really are among the strictest in the country.

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email
Subject:	This is a generational war that is happening.
Date:	Friday, October 2, 2020 9:10:35 PM

Where the older people are telling kids to stay home because you might get us sick.

Who is giving a voice to those kids? Public schools most benefit the poor and minority children and yet they are the ones being most harmed by our policy decisions now.

Please wake up.

A great 2-minute video from a person of color explaining this.

https://www.instagram.com/tv/CF28ID8nfWg/?igshid=13w52u83iaq0b

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email
Subject:	A proposal to look at metrics a different way.
Date:	Sunday, October 4, 2020 12:23:06 PM

This virus isn't going away. Any time soon. Maybe not ever. Maybe it will be like the flu where it mutates and returns each year.

The CDC said a vaccine for the masses won't be available for another year. Even then, a recent study found most parents say they won't give it to their kids.

We need to learn to live with this virus. We know so much more than before. Treatments are better. The hospital surge we were all waiting for never arrived.

Please stop looking at case count. That is useless. We need to start tracking hospitalizations and deaths. Use those as our metrics for reopening schools. Stop tracking this like the common cold because it isn't. It's a virus. And it will spread. And it is deadly. So focus on THAT metric, because that's the only public health one that really counts.

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email; colt.gill@state.or.us
Cc:	SEN Wagner; sen.robwagner@state.or.us; SEN Fagan; sen.chuckthomsen@state.or.us; sen.cliffbentz@oregonlegislature.gov; sen.CliffBetnz@oregonlegislature.gov; REP Lewis; REP Neron; REP Doherty; REP Salinas; REP Drazan; REP Meek; REP Power; rep.jeffeardon@state.or.us; rep.janellebynum@oregonlegislatire.gov; REP Williams; REP Bonham; REP Prusak; REP Bynum
Subject:	New articles out today show our kids should be back in school
Date:	Tuesday, October 6, 2020 5:01:02 PM

If you have not asked to join Clack to School, I again encourage you to do so. We have parents, teachers, media, and political figures on the site. More than 3k strong after two weeks and have spawned multiple other sites.

Facebook.com/groups/clacktoschool/

Two articles today may be of interest to you. One states Portland has the SECOND lowest covid cases in the nation.

Another is a global analysis showing NO connection between increased cases and schools.

And yet you contrast that with the other articles also posted today which show the abysmal state of our state's education system.

The downward spiral continues. Oregon is remaining the last state standing. And not in a good way. Even Hawaii said it's going back in November. Our kids are getting a WORSE education because of your inactions. And yet our kids need to compete against these other kids for college and jobs one day. Your failures now are failures for an entire generation.

What are we asking? We are asking you to give the thousands of parents and teachers out there a choice. The majority of us want to go back. Just ask. Actually, you don't even have to. We already did. At least in Lake Oswego, 70 percent of teachers already voted to go back. You and your unreasonable metrics are preventing them. Your allegiance to unions who listen to the loud minority are preventing our most precious resource from achieving a quality education.

Our children are essential. We CAN do this safely. Give the choice back to each district.

I won't even start with all the special education laws that are being violated right now. My 12-year-old son, strong and spartan, cried on my shoulder today.

This authoritarianism devoid of any reasonable nexus to science needs to end.

We beg you.

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email
Subject:	This is who you are failing.
Date:	Wednesday, October 7, 2020 4:11:48 PM

To whom it may concern,
I am a mom of six kids. I am writing today in regards to our school situation. While I understand that there is a huge health pandemic, I also understand that children need to have an education. I do everything I can to help my kids with their education every year. This year has been a true struggle. The CDL system just doesn't work. The situation is stressful as well as hard to learn. I wake up everyday at 7 a.m. to wake up my kids and get them fed and dressed so they can be logged in for classes... Some start at 8 a.m. others at 8:15 and then 8:30. There are times that because of this CDL system I have had to chose to either go to work or help my kids with their education. Some of my kids have limitations with IEPs and 504s and yet all kids are given the same lessons and expectations. Even when I'm writing this I feel like it don't matter how I feel or what my struggle is. All I do know is that pandemic or not my kids deserve a education. They deserve this education to be taught to them in a stress free zone. Although I have tried really hard to make my kids learning areas stress-free it's hard. When there are internet issues and technology issues and different schedules for each one... I don't really know how to make any of this to be better all I know is that this isn't working for me! It is causing a lot of stress due to the issues of the school. Just today I couldnt get my 1st grader engaged and due to an email from a teacher I caught myself yelling at him. Now as I'm typing this I am in tears because this isn't fair to my kids! They deserve better all children deserve better.... My kiddos with special needs can't get what they need because computer telehealth don't work for them and they won't do anything in person for them... So I feel like I'm a failure as a mom.... I know I'm a good mom but this makes me feel like I am not... All because we can't have the kids get an education they deserve. An education that we got as adults. An education that is needed for our future.
Again I honestly feel like everything I have written in this email is falling on to deaf ears because I don't see it changing anything but I had to try and reach someone who cares. Hopefully that someone is you!
Warm regards,
Hannah Williams

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email
Subject:	Schools aren't super spreaders. And keeping them home calls untold more harm.
Date:	Friday, October 9, 2020 10:17:52 AM

Please read.

https://www.theatlantic.com/ideas/archive/2020/10/schools-arent-superspreaders/616669/

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email
Subject:	More evidence that schools need to start reopening
Date:	Friday, October 9, 2020 10:21:48 AM

These articles are coming out nearly daily now. Please take the time to read.

https://nymag.com/intelligencer/2020/10/remote-education-distance-learning-schools-teacher-unions-red-for-ed.html?fbclid=IwAR0m5Tjm0eCnuVbWVYNMzJaS8Bhg4bvPuUGmBuzNHw8kH_vWSQzV-zjoOEM

Get Outlook for iOS

From:	Britney
To:	GILL Colt - ODE; StateBoard Public Email; sen.robwagner@state.or.us; SEN Fagan; sen.chuckthomsen@state.or.us; sen.cliffbentz@oregonlegislature.gov; sen.CliffBetnz@oregonlegislature.gov; sen.alanolsen@state.or.us; sen.fredgirod@state.or.us; sen.kimthatcher@state.or.us; sen.ginnyburdick@state.or.us; SEN Taylor; REP Prusak; REP Bynum; REP Lewis; REP Neron; REP Doherty; REP Salinas; REP Drazan; REP Meek; REP Power; rep.jeffeardon@state.or.us; rep.janellebynum@oregonlegislatire.gov; REP Williams; REP Bonham
Subject:	Public school enrollment is dropping.
Date:	Friday, October 9, 2020 12:13:27 PM

What will it take? The inequities and harm to our children are mounting. Please return choice back to the districts. Change the metrics. Allow those of us - kids and teachers alike - to have a choice to safely return.

https://www.npr.org/2020/10/09/920316481/enrollment-is-dropping-in-public-schools-around-the-country?utm_source=facebook&utm_medium=news_tab&utm_content=algorithm&fbclid=IwAR1MuqQQpygXUsdUIyODdDMG4y3JyY9fjtRpixcmxWee1Ap2Yd_nwzEudn8

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email; sen.robwagner@state.or.us; SEN Wagner; SEN Fagan; sen.chuckthomsen@state.or.us; sen.cliffbentz@oregonlegislature.gov; sen.CliffBetnz@oregonlegislature.gov; sen.alanolsen@state.or.us; sen.fredgirod@state.or.us; sen.kimthatcher@state.or.us; sen.ginnyburdick@state.or.us; SEN Taylor; REP Prusak; REP Bynum; REP Lewis; REP Neron; REP Doherty; REP Salinas; REP Drazan; REP Meek; REP Power; rep.jeffeardon@state.or.us; rep.janellebynum@oregonlegislatire.gov; REP Williams; REP Bonham
Subject:	Declaration signed by medical professionals across the globe
Date:	Friday, October 9, 2020 10:09:39 PM

Among others, this article emphasizes prioritizing the reopening of schools. These are non-political, medical professionals, including epidemiologists.

Frankly, at this point, only politicians are keeping schools closed, even in the face of science, data, and the tear-filled screams of children. And they are doing it because Trump said months ago they should reopen. That's when the shift happened. He said it, so it must be bad.

I'm not a Trump supporter. But don't keep schools closed to spite him. Our children have been weaponized in this battle.

Be better.

https://gbdeclaration.org/?fbclid=IwAR3mhmRrDjYJ3sevZk9nEJCNcuke1P6WJz2XsGsMyy3H5lyEIr0VTjSb13o

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email
Subject:	NPR article on how online schooling affects kids experiencing homelessness
Date:	Friday, October 9, 2020 10:24:39 PM

Do you realize the LEAST advantaged among us are suffering the most by your completely irrational and illogical shuttering of schools?

Where are you?! Why aren't you listening?

https://www.npr.org/2020/10/07/920320592/an-impossible-choice-for-homeless-parents-a-job-or-their-childs-education?fbclid=IwAR0HedZ8s9Dzy3mO6pMRgDu_D9TbTQ93OiX0zY_jNW1lV0SCWN7mBhZniT0

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email; GILL Colt - ODE; sen.robwagner@state.or.us; SEN Wagner; SEN Fagan; sen.chuckthomsen@state.or.us; sen.cliffbentz@oregonlegislature.gov; sen.CliffBetnz@oregonlegislature.gov; sen.alanolsen@state.or.us; sen.fredgirod@state.or.us; sen.kimthatcher@state.or.us; sen.ginnyburdick@state.or.us; SEN Taylor; REP Neron; REP Doherty; REP Salinas; REP Drazan; REP Meek; REP Power; rep.jeffeardon@state.or.us; rep.janellebynum@oregonlegislatire.gov; REP Williams; REP Bonham
Subject:	If you really believe in science, then you need to read this article.
Date:	Saturday, October 10, 2020 1:57:43 PM

Maybe you have seen this petition by thousands of scientists and medical professionals. If you really claim to believe that science is real, like all the yard signs say, then you would be acting differently right now.

From their petition:

Coming from both the left and right, and around the world, we have devoted our careers to protecting people. Current lockdown policies are producing devastating effects on short and long-term public health. The results (to name a few) include lower childhood vaccination rates, worsening cardiovascular disease outcomes, fewer cancer screenings and deteriorating mental health – leading to greater excess mortality in years to come, with the working class and younger members of society carrying the heaviest burden. Keeping students out of school is a grave injustice.

https://www.google.com/amp/s/www.wsj.com/amp/articles/why-wont-the-media-listen-to-these-scientists-11602013456

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email; GILL Colt - ODE; patrick.allen@dhsoha.state.or.us; REP Prusak; sen.robwagner@state.or.us; SEN Wagner
Subject:	Have you thought of it this way...
Date:	Saturday, October 10, 2020 8:03:01 PM

If, as the evidence now shows, that schools are not the vectors and superspreaders so many have feared, then they really should be a neutralizer in the policy conversation.

In other words, if schools put in place all the guidelines recommended by the ODE and OHA, then it is unlikely that much (if any) spread will occur at school.

For example, say my daughter has an unknown case of covid. She goes to school. Given the masks and distancing and all the other precautions, she is unlikely to infect her friend, Jose. And Paola, who also has an unknown case of covid and is at school, she also is unlikely to infect her teacher.

So if my daughter comes home and infects others in the house or in the community, or if Paola does, that spread has NOTHING TO DO WITH THEIR SCHOOL ATTENDANCE.

We know the heightened spread we are seeing now has nothing to do with schools. Rather, it is by unregulated gatherings. But, even with the spread occurring that way, the continued spread will not be made any worse (or better) by schools reopening. BUT, the continued harms of NOT being in school will perpetuate.

Think about that when you are continuing to harm our children by your policies.

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email; GILL Colt - ODE
Cc:	sen.robwagner@state.or.us; SEN Wagner
Subject:	WHO says lockdowns not good public policy
Date:	Sunday, October 11, 2020 10:47:03 AM

In case you don't have time to read this brief article, a highlight below. Thousands of people, many doctors and scientists, have signed the petition, which also says schools should reopen. And if you don't know what Focused Protection is, it is the public policy of targeting protection for those most vulnerable. With covid, that is the elderly and sick. It is NOT children. Rather, I would argue your current stance on keeping schools closed is CREATING a whole other population who is vulnerable when they do not need to be.

You are not winning here. Please change.

> His message is timely. In a world first, a number of health experts from all over the world came together calling for an end to coronavirus lockdowns earlier this week.
>
> They created a petition, called the Great Barrington Declaration, which said that lockdowns were doing "irreparable damage."
>
> "As infectious disease epidemiologists and public health scientists, we have grave concerns about the damaging physical and mental health impacts of the prevailing COVID-19 policies, and recommend an approach we call Focused Protection," read the petition.
>
> "Current lockdown policies are producing devastating effects on short and long-term public health."
>
> The petition has had 12,000 signatures so far.

https://www.news.com.au/world/coronavirus/global/coronavirus-who-backflips-on-virus-stance-by-condemning-lockdowns/news-story/f2188f2aebff1b7b291b297731c3da74

Get Outlook for iOS

From:	Britney
To:	SEN Wagner; sen.robwagner@state.or.us; StateBoard Public Email; GILL Colt - ODE
Subject:	What does Fauci think about schools reopening
Date:	Sunday, October 11, 2020 11:33:59 AM

In case you didn't know or had forgotten, he has been pretty unwavering in his position. And his daughter is a school teacher.

One of the articles where I think he said it best is below and here is his quote:

In a recent interview with the PBS Newshour, Anthony Fauci, head of the U.S. National Institute of Allergy and Infectious Diseases, said the "default position is that you should try, to the best of your ability, with all considerations to the safety and welfare of the children and the teachers, we should try to get the children back to school as best as we possibly can.

Now, why isn't Oregon, as liberal as it is, not following this very liberal doctor and esteemed advisor? The cynic in me is because Trump said kids should go back to school and Dems ran the other way. I hate that Trump stepped into this debate. I also hate that the Dems seem intent on doing everything the opposite as Trump, especially when you are bargaining with our children's future.

Stop it. Be better. Don't take the political bait.

https://www.bloomberg.com/amp/news/articles/2020-07-19/covid-s-spread-in-schools-is-questioned-in-latest-nordic-study?fbclid=IwAR1UiJaZPolrhfqoaW9H5mQoYedL1vT3u2SksEuZMhgz8U97hHpZXHVL0mU

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email; SEN Fagan; sen.cliffbentz@oregonlegislature.gov; sen.CliffBetnz@oregonlegislature.gov; sen.alanolsen@state.or.us; sen.chuckthomsen@state.or.us; sen.robwagner@state.or.us; SEN Wagner; sen.fredgirod@state.or.us; sen.kimthatcher@state.or.us; sen.ginnyburdick@state.or.us; SEN Taylor; REP Power; REP Doherty; REP Salinas; REP Drazan; REP Meek; rep.jeffeardon@state.or.us; rep.janellebynum@oregonlegislatire.gov; REP Williams; REP Bonham; REP Prusak; REP Bynum; delacrul@loswego.k12.or.us; Mary Kay Larson
Subject:	Thank you from our parents
Date:	Sunday, October 11, 2020 3:45:07 PM

From: Jennifer Dale <jenniferpdale@gmail.com>

Sent: Sunday, October 11, 2020 2:51 PM

To: Rep.CourtneyNeron@oregonlegislature.gov; GILL Colt - ODE; stateboard.publicEmail@ode.state.or.us; OHA.DirectorsOffice@state.or.us

Cc: Britney

Subject: Thank you from our parents

Dear Representative Neron, Mr. Gill and Mr. Allen,

As a member and admin of a parent-led group advocating for the choice to return to in-person learning in our classrooms, I wanted to say thank you for hosting yesterday's Town Hall.

Dozens of Clack to School and Let Oregon Learn members were part of the conversation and we'd like to extend our gratitude. In fact, we hope this past week represents a key marker in launching the *crucial conversations* around returning to in-person learning, and to do so with measured alacrity.

In reviewing our takeaways from the Town Hall, we wanted to share the following:

1) The inertia around reopening in-person is considerable and disappointing. The damage is growing with each moment that our children are not in-person. The evidence continues to mount that CDL is not and should not be the answer.

In CDL, the inequities are falling hardest on the most vulnerable: low-income, minorities, single parents, mothers, individuals with disabilities, impoverished families, and students who were already struggling to keep up.

We expect the COVID metrics data will be balanced with the data surfacing daily around CDL efficacy and equity. One cannot look at the COVID data alone. In public health, we must look at the impact of our policies on multiple community metrics: poverty, mental health and suicides, addiction and depression, and marginalized populations (of which my daughter is one). I would even mention ACEs, or adverse childhood experiences as an important consideration during this time.

2) The Ready Schools, Safe Learners guidance says:
Guidance (that) "will change and grow based on local trends and statewide data," and be "informed by engagement, evidence and expertise" (page 2) - We hope that your meetings this week will be true to this statement.

"Center Equity" is a Guiding Principle to 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. I can assure you from my experience the current models and yesterday's discussion lack commitment to this guiding principle.

In my experience, FAPE is being denied to my 8-year-old daughter in the third grade. If you think teachers are working hard to overcome CDL challenges, I invite you into my home. I have slept no more than four hours per night since the beginning of August as I navigate the gaps of this model for my daughter's learning. I'm buying and designing curriculum, training in-home aides and paying them more than we can afford to work with my daughter, while figuring out the peer interaction on a daily basis because the school is NOT. It can't. It isn't possible in CDL.

Mr. Gill, you suggested in yesterday's call that peer modeling and interaction was a mandated aspect of the CDL model. However, when a child's disability precludes them from access in CDL, then no peer modeling exists. My daughter's IEP, a legally binding document, clearly states access to peers as an accommodation. Since when did the public school system gain permission to ignore ADA and accommodations designed to achieve FAPE?

3) We asked on the call yesterday why Oregon's metrics are among the strictest in the country, particularly in light of the shifts made recently by Washington and California, whose school districts are now restored to local control for local decision making to reopen. I point back to your guidance and the commitment you made to revisit the data as new information and studies shed light on all aspects of public health impacted by the virus as well as the response to the virus.

We hope the data that is coming out of Colorado, California, and other places where in-person learning is occuring will be considered as you revisit the metrics for BOTH reopening and staying open - what Mr. Gill referred to as stability. Once reopened, the local school districts should be able to retain control around staying open.

4) When asked why the economy is open but schools are not, Mr. Gill suggested that running into the store for 20 minutes is very different than being in a classroom for six hours per day.

-
    - Apart from the fact that many grocery visits (or shopping trips or medical visits, etc.) last significantly longer than 20 minutes, we also need to remember that a typical sit-down restaurant visit (unmasked) can be a couple hours, which is all that hybrid is right now. And, of course other commerce like being in a multi-hour plane flight within six-feet of strangers and breathing re-circulated air is completely allowed, but schools with masks and spacing and the same cohorts every day is not allowed.
    - While we'd like to go back to school full-time, in-person, we recognize the need for a phased approach. Therefore, we hope the conversation sticks to the facts. The hybrid model seeks to bring children in for 2.5 hours per day. There are many economic activities occurring now that are being done safely. To permit those while locking away our children on Zoom cameras is an injustice.

Again, we appreciate that you took considerable time on a weekend to speak with concerned families. We know these are difficult conversations with hard-to-find solutions. But logical, evidence-based practices exist and it is NOW time to put them in place to protect our vulnerable kids and teachers.

In CDL, the inequities are falling hardest on the most vulnerable: low-income, minorities,

single parents, mothers, individuals with disabilities, impoverished families, and students who were already struggling to keep up.

The education of our children has been so needlessly politicized, starting from the top, and politicians appear to be relatively content with the status quo and entrenched in their political bunkers.

We have sent hundreds of emails to our leaders, pointing out recent, science-based, data-backed articles. We hope you are seeing these because the evidence is quickly mounting that the continued shuttering of our schools does not have a nexus to science, and is certainly not in the best interest of our children. The fear-mongering and hyperbole needs to stop. Our children, and their futures, are at stake.

Clack to School advocates for the CHOICE of a safe return to in-person learning for all students who so desire. In Oregon, many school districts started the year in CDL with no option for hybrid or other in-person learning. It is increasingly apparent that CDL as the only option is failing to meet the needs of so many students, and other states are quickly reopening their public systems - with the exception of Oregon.

Thank you for beginning the conversation this weekend. We look forward to a week of renewed energy and advocacy on behalf of our children.

Proud advocate for three school-aged children,

Jennifer Dale

From:	Britney
To:	StateBoard Public Email
Cc:	GILL Colt - ODE; sen.robwagner@state.or.us; SEN Wagner
Subject:	Beware of documents from Oregonians for a Safe Return to Campus
Date:	Sunday, October 11, 2020 4:06:41 PM

Specifically, they will be sending you a document found at this link.

As you read it, please keep three things in mind.

1) This group proudly boasts on their home page they don't want to return to school until there are 14 days of no cases in the respective county. If that's the metric, we should just pack it in and solidly continue our demise into the abyss. It's appalling that such an absurd position even has a single follower.

2) The author of this document has two books she is also trying to sell and has peddled them on her site. Ironically, she claims to be an expert on the mental health of children.

3) The thousands of parents, teachers, medical professionals, and scientists who are calling for the return of an in-person school choice have a RESPONSE and a REBUTTAL to every single claim in this tome. Please engage in critical thinking as you read it.

http://bepositivelypowerful.com/wp-content/uploads/2020/10/Concerns-Regards-Metrics.pdf?fbclid=IwAR1IQrrkAjlN7Op3Q38PYZwWc5XDCMNuD-USUYVLMAzBACNFr-gVzW0sjqU

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email; GILL Colt - ODE; SEN Fagan; sen.cliffbentz@oregonlegislature.gov; sen.CliffBetnz@oregonlegislature.gov; sen.alanolsen@state.or.us; sen.chuckthomsen@state.or.us; sen.robwagner@state.or.us; SEN Wagner; sen.fredgirod@state.or.us; sen.kimthatcher@state.or.us; sen.ginnyburdick@state.or.us; SEN Taylor; REP Meek; REP Power; REP Neron; REP Doherty; REP Salinas; REP Drazan; rep.jeffeardon@state.or.us; rep.janellebynum@oregonlegislatire.gov; REP Williams; REP Bonham; REP Prusak; REP Bynum; REP Lewis
Subject:	Pass legislation to shield schools from liability.
Date:	Sunday, October 11, 2020 8:29:01 PM

Our neighbors in Idaho did this. We can too. Or do waivers. Or do both. But stop using liability as an excuse. I'm a lawyer like some of you. We can get this done if there were a will to do it. Let's get there.

https://www.idahostatesman.com/news/politics-government/state-politics/article245263695.html?fbclid=IwAR2l_9KL5mEVJ9Yo9c_Qs1Jssi13uJR94iMrC9NPIw4liGZ8IoEN9VzoU60

Get Outlook for iOS

From:	Britney
To:	StateBoard Public Email; GILL Colt - ODE; sen.cliffbentz@oregonlegislature.gov; sen.CliffBetnz@oregonlegislature.gov; sen.alanolsen@state.or.us; sen.chuckthomsen@state.or.us; sen.robwagner@state.or.us; SEN Wagner; sen.fredgirod@state.or.us; sen.kimthatcher@state.or.us; sen.ginnyburdick@state.or.us; SEN Taylor; REP Neron; REP Doherty; REP Salinas; REP Drazan; REP Meek; REP Power; rep.jeffeardon@state.or.us; rep.janellebynum@oregonlegislatire.gov; REP Williams; REP Bonham; REP Prusak; REP Bynum; REP Lewis
Subject:	A scientific case for reopening schools
Date:	Monday, October 12, 2020 9:41:22 AM
Attachments:	Scientific and Policy Reasons for Loosening Metrics.docx

Compiled by lawyers in the Clack to School group, with links to the supported articles.

Thank you for considering.

From:	Camille Hammond
To:	Travis Reiman; GILL Colt - ODE; HOWARD Kimberly - STBD; superintendent@hsd.k12.or.us
Subject:	Children and parents need in person learning
Date:	Monday, October 5, 2020 1:34:10 PM

To whom it may concern:
Please forward this to the entire state education board and anyone else who may be interested. I am also sending this to my current superintendent.

I am a mother of 3 children in Hillsboro, currently in 7th, 5th and 2nd grade. I have opted to homeschool my two youngest and my 7th grader is doing an online program. I am so very concerned about the mental heath not being in school is having on mothers. Let me tell you about 3 moms I have talked to the last 3 weeks. The first has 3 students ages 5,7, and 8. She is participating in comprehensive distance learning. She also suffers from depression and takes medication for it. The first week of school she confessed on social media that she was quite literally suicidal. They had bought 3 chrome books for their children. She returned these the next week and is still participating in CDL.

Another friend works as a NICU nurse on the night shift. She is homeschooling her 10 and 12 year old because she does not want them on the computer while she is sleeping, because of how much screen time they could end up on while she sleeps . Last week she had 2 infants die back to back. She then had to go home and homeschool her two children while not letting them know her exhaustion. She said she had 10 hours of sleep between 3 twelve hour shifts.

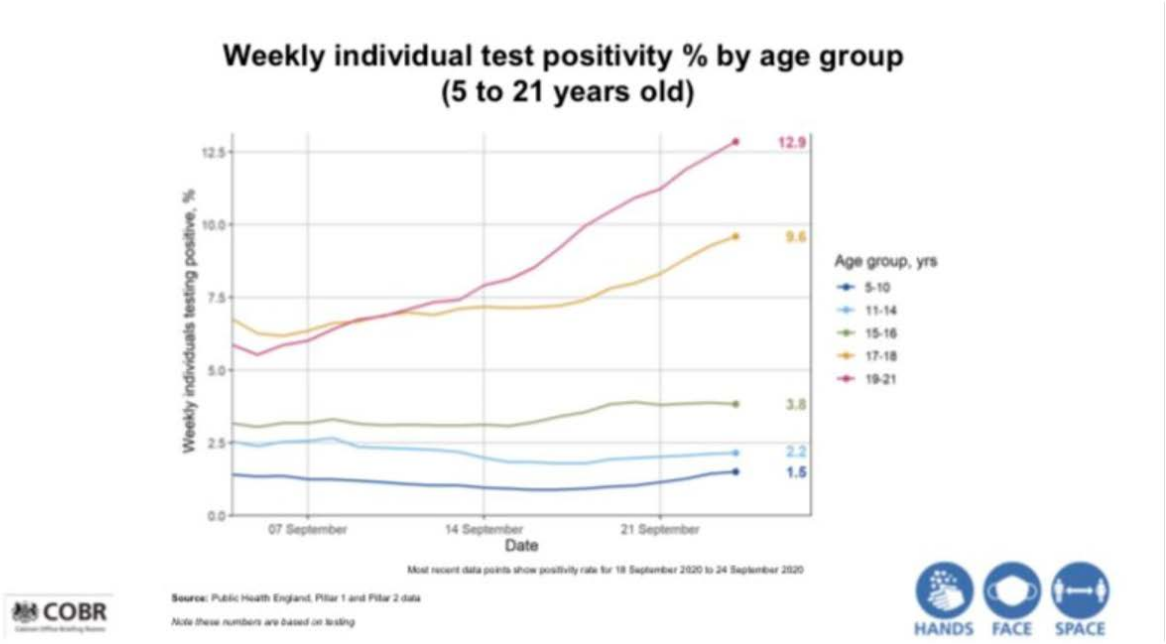
Another friend contacted me about a reading program for her daughter, who is in second grade and cannot read and has several speech diagnoses as well as dyslexia. My friend is now homeschooling but has an infant and a son with autism and is struggling to find the time/resources for her daughter. I have an education background but I do not have enough resources to really help her daughter.

I share these experiences to ask if there could please be pressure put on our governor to change the current impossible metrics that are keeping our students out of school, so that they at least have a chance of going back . Right now in Washington county it is near impossible. I believe that many teachers/parents want to be back, but the teachers unions are putting pressure on the governor to keep the metrics at near impossible levels. Please share these stories and help get our children back in school. I believe that Hillsboro and other districts are doing the best they can, and our teachers are amazing . But students and parents need to be in school.
Thank you for your time.
Camille Hammond

From:	Carin R
To:	GILL Colt - ODE; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; RUSSELL George - STBRD; SCURLOCK Jennifer - STBRD; WHEELER Bridgett - STBRD; VELIZ Anthony - STBRD
Subject:	Reopen Portland Metro Area Schools NOW! Current metrics strictest in country and must be revised to allow school for all elementary children at least
Date:	Tuesday, October 6, 2020 1:18:51 PM
Attachments:	Outlook-frmelz2v.png

Dear Oregon Department of Education- I have a 2nd and 5th grader in the Beaverton School District in Washington County and it is completely unacceptable that they are not planning in-person school until February if at all due to the unattainable metrics set by the Oregon Department of Education and Governor Brown. California allows elementary schools to open fully (not hybrid) for all grades K-12 with less than 49/100,000 cases per 7 days, less than 8% positive rate (must be attained for 2 weeks) and allows waivers for elementary schools K-5 with 49-98/100,000 cases per 7 days. This is much more reasonable than Oregon's 10/100,000 cases and less than 5% positive rate and 30/100,000 for only K-3. Even Washington State allows elementary schools K-5th to fully open (not hybrid) with 37.5/100,000 cases per 7 days (must be attained for 2 weeks). Portland Metro Area children matter and they must be allowed back in school in-person!

There is no scientific basis for Oregon's super strict criteria as schools have successfully opened around the world and the country without any indication of outbreaks happening in schools, especially in elementary schools. In addition, there is no basis for treating 4th and 5th graders differently from K-3rd graders. Data from England (chart below) shows no increase in case rates from schools opening for those students under 15 years of age. It does however show an increase in cases among those 17-21 years old and it is important to not use a study that lumps 10-19 year old children/adults together to make decisions that impact the education of Oregon's children.



In addition, most of our school's teachers are teaching online learning FROM THEIR CLASSROOMS! Our same school is also hosting daycare with daycare teachers with up to 20 students/daycare teacher. So apparently daycare teachers can safely teach our children in our school, but not the teachers? How does that make any sense? My children have attended summer camps all summer in Washington and Multnomah counties while there were more cases in the community without any issues as did tens of thousands of Oregon's children. There was only 1 outbreak at one camp out of thousands of camps. If this can be handled successfully at the height of Oregon's outbreak, schools can open now too.

-Carin Ruiz
Portland, OR
Washington County
Beaverton School District Parent of 2nd and 5th graders

From:	Carlie Davis
To:	StateBoard Public Email; REP Wilde; Sen.LeeBeyer@state.or.us; lindsey.d.capps@oregon.gov; alyssa.m.chatterjee@oregon.gov; debbie.koreski@oregon.gov
Subject:	School- A Parent"s Perspective
Date:	Thursday, October 8, 2020 12:07:37 PM

Good Morning,

My name is Carlie Davis. I am a resident of Harrisburg, right on the edge of Linn and Lane counties. I have lived in this area since I was 9 years old. My husband was born in Eugene, and we currently are raising our five sons in the small farming community of Harrisburg. Both my husband and I work in Junction City, and we are active in our community.

Today, I have four children in School District 7 which serves K-12 grades in Harrisburg. We are a small Title 1 district.

I'm writing you today, to share my family's experience so far, with Comprehensive Distance Learning.

First, I want to say that I can't imagine the pressure and stress you are all under, trying to find a workable solution for children and young adults in our state. Thank you for the effort and time that you are putting to this impossible task.

My sons are in 9th, 7th, 4th, and 3rd grade, with one more little one in private preschool. I'd like to give you a peek into our school day.

Jackson, my 9th grader must be logged into his first zoom call by 8am. He stays in his room most of the day, either on zooms, or using his phone to facetime with his friends as they complete assignments together. This is almost the only interaction he has with his social group anymore. Because of covid-19, he missed out on his 8th grade baseball season, and is now facing a greatly modified year with sports up in the air, and with Band concerts and trips cancelled. I must admit to you, that I have watched his mental health decline over the last six months. He wants to be an engineer, but lately, all he can think about is video games, because many of the things he loves have been taken from him. He is a very social young man, and I see him losing himself without the outlets that he normally has. Signs of depression and anxiety started in March and they are only growing. Every day, I ask him "how was school?" He shrugs his shoulders and sighs. My son who loves learning, and being with his friends, and sports is becoming a shadow of his former self.

Noah, my HIGHLY social 7th grader logs in at 8:05. He is floundering. The schedule that he must keep is grueling, with not many breaks to get up and move his body. He is diagnosed with ADHD, and sitting in front of a computer screen all day is almost the worst thing I can think of for him. Every day that he does CDL, is another day that he struggles with interacting

and relating to people. On a zoom, you are muted and your voice is taken from you. The only time that he has to interact with others is full of screen glitches and dropped calls. He is forgetting how to relate to other people. The digital world is taking a huge toll on him.

Emmett is in 4th grade. His nickname is "The Professor". Emmett LOVES to learn. He loves STEM and plans to be an astronaut when he grows up. He wants to be on the first mission to Mars. Emmett's zoom starts at 8:30. His teacher is wonderful, but the pull of the internet is strong, and when he gets bored, YouTube is just a click away, with Minecraft videos, and gaming websites galore. His teacher doesn't always realize that he's not following along, because he is still completely focused on the screen and still logged into the zoom call. He knows that school instruction is important to his dream of being in space, but 9 year olds just don't have the self control to manage themselves. I am watching his love of learning and school be replaced by vacant eyes and bored sighs. (It certainly isn't his teachers fault. She is incredible and doing the very best that she can with the tools that she has.)

Jacobie is in 3rd grade this year. He came to us at 4 years old, when he was in the foster care system. His first years of learning were chaotic and fragmented. He was removed from his parents, then removed from relatives, and removed one more time from his sister when the foster parents needed more support for his behaviors. I still remember the chubby cheeked little guy who had been through so much sitting on my counter, making brownies with me when he moved to our house. Some day, Jacobie will be a household name. He hasn't decided if he wants to be a Duck or a Beaver, but you'll either see him on the football field, the basketball court, the baseball field, or the track. Maybe all four. He is a powerhouse. He is the most athletic kid I have ever met. And school is a struggle. Reading is hard, and sitting still for a long time is SUPER hard. He has many supports built into his day, and fortunately he is able to go to in person school. (He arrives at 8:15.) He doesn't get to get his wiggles out when he goes to recess, and he doesn't get to walk down the hall to lunch, or to the computer lab. He doesn't get to have shared experiences with classmates, reading a book together, or solving a problem because they can't get up from their desks. I want so much for him to find a love of learning and see his full potential. It's hard to love school the way that it is now.

Aiden is 4. He came to us at 3 weeks old also from foster care. He already struggled with some anxiety, which has gone through the roof since the quarantine began. When school stopped last year, all of my attention was focused on the school aged kids, trying to help them with the packets that their amazing teachers were sending home. He got a little lost in the shuffle, and spent way more time watching tv than I would like, because it was the only way to keep him engaged while I helped my four other students. This year, we are trying to break the dependance on screen time. It's pretty tricky to keep a 4 year old quiet enough for the three other kids on zoom calls in the house.

My day is pretty busy. I am very fortunate to have a flexible job and a workplace that can

accommodate my kids. On Mondays and Wednesdays, Noah has 0 period, so we get to hear jazz band at 7:15. The preschooler goes to school at 8:00, Jacobie goes at 8:15. I race back home to make sure that the big boys are logged in, and keep the 4th grader off YouTube for a half hour before he starts at 8:30. At 9:45, I get Aiden from preschool (he only gets to go half time, because the class had to be split to accommodate social distancing.) and we go home and get Emmett off YouTube and back focused on his teacher. At 11:30, during everyone's lunch break, we load up and head to my office. The boys set up their computers in the conference room and scarf down their lunch before logging back in at noon. Emmett is done with school at 1:30, Noah is done at 2:15. Then we race home to pick Jacobie up from the building. Jackson is done at 3:30. Tuesday/Thursday, we are all out the door by 7:45 to get everyone where they need to be in time to log in to their classes. This is not a workable long term solution. We are all frazzled and stressed.

I have gracious employers who allow my children to come to work with me, but I must admit, my work has suffered.
My children are suffering. They are not being pushed and encouraged to learn the way they should be. Their mental health is declining. Their physical health is declining. My mental health is suffering.

The only positive I can see from distance learning is that this generation of children will be very electronically proficient. But the long term effects could be disastrous.

I can't imagine how it would be if I had a less flexible job. Kids need hands on instruction, and many parents are not equipped to provide it.

I know that you are probably up to your eyeballs in angry letters of all kinds. I'm sorry that you have been put in the place of having to make hard decisions for our state. I just wanted you to hear from a parent who is trying their best to give my kids what they need. Covid has changed life for all of us. Our kids need the stability of school. Teachers are often the people who recognize and report child abuse and neglect. How can they do this when they don't even see the kids? What about the kids who don't even log in? Who is looking out for the kids falling through the cracks?
I have an incredible support system and I am struggling. What about the single mom?

If you made it this far, thank you for reading this. As parents, we just want the best for our kids and for our voice to be heard.
I don't have any demands for you. I know that you are doing the best that you can with the information that you have. I am asking that you PLEASE consider the long term costs to distance learning. Our kids need to be in school.

Thank you for your time and service to our state.

Respectfully,

Carlie Davis

From: Carrie Dahl
To: StateBoard Public Email
Subject: Please
Date: Friday, October 2, 2020 10:31:40 AM

To Whom it May Concern,

As a mother of seven children, three of whom are adopted from foster care, I plead with you to allow our children to return to the classroom. Distance learning is ineffective and damaging to our children. Underprivileged children will continue to fall further behind. As a state who prides itself on caring for minorities and standing up for the disadvantaged I'm extremely disappointed in the way Oregon is failing our kids, especially kids with special needs. I strongly urge you to get our kids back to the classroom. There are options to let teachers and families choose to continue with online learning if they do not feel safe with in-person learning.

Please consider changing the metrics and giving Oregonians a choice for education.

Sincerely,
Carrie Dahl

From:	Carrie Elmore
To:	HOWARD Kimberly - STBD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; COLONNA Jerome - STBRD; SCURLOCK Jennifer - STBRD; VELIZ Anthony - STBRD; SIEGEL Marc - ODE; ODE Frontdesk; meg.boyd@state.or.us; jenni.knaus@state.or.us
Subject:	Reopening Schools
Date:	Tuesday, September 29, 2020 3:24:53 PM

Good afternoon,

I know you have been bombarded with emails and this may not even be read, so I'm going to *try* to keep it short. My thought is that the amount of letters that you get is more important than repeating content letter after letter. That being said, I'm going to quickly explain the effect on my average little family, and right off the bat, I'm begging you to reopen our schools.

To paint the picture, I'm a flight attendant currently off as a result of the direct hit airlines have taken because of Covid-19. I'm also the owner of a hair salon. My husband is a pilot, thankfully still working. My boys are five and eight, suffering the consequences of the school closure every day.

As a mom in the position of a single mom half of the week while my husband is flying, I'm the facilitator of "Distance Learning". I'm thankful that financially I can be home to do that, however, my salon business is suffering almost as much as my children are. Our day consists of NINE alarms, nine, not including the one to wake us up. These nine alarms are marking the start times of when my kids need to be logged in. My third grader can log himself in, as long as everything goes as planned, but oftentimes there is a technology issue that is out of our control. My kindergartner is not able to log in himself, as he doesn't know how to read yet. He was so excited to learn to read this year, but most likely that won't happen. I work with him as much as possible, but I am no replacement for his amazing teacher. Additionally, our home is no replacement for his school.

My kids are missing the academic aspect of in-person school, but more importantly **ALL OREGON CHILDREN ARE BEING ROBBED** of the social interaction and emotional growth that school provides. My kids have it good. I'm home. My kids are in a safe and loving environment. Our family's finances are fine. We have plenty of food on the table. They don't have learning or other disabilities. We live in a beautiful neighborhood with other kids that they can at least play outside with. We have suitable internet to do school as best we can. We have great teachers trying their best to make this work. We have a home big enough that two kids can be in a virtual classroom far enough apart to not have to deal with reverb from the other computer. Many children don't have what we have. We have a lot. But we don't have school.

Not every family is as fortunate as mine. Many children are either home alone, dealing with a learning challenge, living in a stressful family situation from financial issues from Covid job losses, living in an unsafe situation without the connection of a safe school and supportive school staff, and so many have simply fallen off the radar because their family either doesn't have internet or just can't juggle "one more thing". Families are at their breaking point. **Please do your part to help our kids get back to school.**

We are a mask wearing family. We are respectful of everyone, we social distance, we do our part. We get our facts from the doctors and scientists. We've done our part to flatten the curve. We know Covid is real, we also feel it isn't going away anytime soon. With that, can

we please reopen the schools to those willing to follow the precautions, or are we going to let this ruin our children's entire educational future? I see no end to these school closures. **Please help us!**

Covid numbers are skewed, that's been proven. Political and financial (intertwined) agendas are disgustingly driving decisions that our children should not be punished from. As members of the Department of Education, please be better.

Covid has proven to be deadly to some, and not even invoke a single symptom in others. It's also been proven that children have the fewest complications from Covid and are least likely to be a carrier spreading the disease. What would be wrong with bringing kids back to school with Covid precautions in place? Who could enforce those rules better than our schools? Who could teach our kids about germs and hygiene better than our schools?

It's obvious. It's time. We have flattened the curve and it's time to have the choice to bring our kids back to school. An entire generation is depending on us to make the right decision, and we should all have the right to make the decision that is best for our individual family.

Kindly,

Carrie Elmore

64703 Alcor Place
Bend, OR 97703

From: Ceci Lekkerkerker
To: StateBoard Public Email
Subject: State board meeting minutes
Date: Wednesday, October 7, 2020 4:33:09 PM

PLEASE Include my comments to be put in the minutes of the State board meeting being held on October, 15th.
Please open schools up for in person.
If kids can go into box grocery stores where thousands of different people go in touching their food then they can go into a safe controlled environment!
My twin 6 year olds are suffering & dying to be with their classmates.
Can you image going to school as a first grader online? Think about how these poor kids will act when their taking care of us when we're old maybe they'll just put a screen in front of our faces...

Schools not Screens!!
I will be praying God helps you make the right decision

Kindly,
Ceci Lekkerkerker

From:	Charlotte Thomas
To:	StateBoard Public Email
Date:	Wednesday, October 7, 2020 5:54:33 PM

Oregon State Board of Education,

I am a city council member, a teacher, a community volunteer and the wife of a school board president but most importantly I am the mother of four children. As an educator and a parent I have been concerned about how distance learning was going to effect the children in our state, especially for those who don't have the support and encouragement at home to help them be successful. Over the last month as my children have return to what Oregon is calling "school", I have become even more concerned. What we are doing right now to our children is far from equitable, it is down right irresponsible. Our children need return to in person learning!

I have read and been told countless stories of parents who have lost internet connectivity, children who are sitting outside of libraries so they can access the internet and children in tears because online learning is not conducive to their learning style. I have had teachers aides share stories of IEP students who turn off their screens and refuse to learn. I have talked to children who feel isolated and alone when all they have is a screen to interact with and I have watched my own children struggle with anxiety and depression as they struggle to adjust to what they are being told it their "new normal". They need in person learning and with our governor's current metrics for reopening schools, in person learning is not something they will get to return to anytime in the near future.

Oregon's current metrics for schools reopening are some of the most stringent in the nation, they are both unrealistic and unfeasible. We need realistic measurements that will allow our children to safely return to school- ones that keep students and teachers safe but can realistically be met. Current metrics make it almost impossible for schools to ever open for grades 4-12. When ODE put forth the current metrics they did so based on CDC recommendations but those recommendations have changed. Schools all over the country are opening and most of them in states with much worse infection rates than Oregon. Not only are schools opening but they are doing so without causing spikes in infection rates.

We need to stop putting our children last and start putting them first. Research has shown that our children are NOT at risk from Covid-19 but keeping them isolated and out of schools is putting them at much greater risk for depression, anxiety, food insecurity, child abuse and suicide. Please do what is right for Oregon's children and open our schools.

Thank you for your time,

Charlotte Thomas
Harrisburg City Council

Sent from Mail for Windows 10

From: christie
To: StateBoard Public Email
Subject: Re: Open our schools
Date: Monday, October 12, 2020 1:05:00 PM

Christie Ishie

Sent from Yahoo Mail on Android

On Sun, Oct 11, 2020 at 10:42 PM, christie <christies361@yahoo.com> wrote:

> Sorry this is long but so accurate.
>
> Dear School Administration, Board Members or Decision Makers, oh and YES KATE BROWN!!!
>
> It has been a few weeks of this virtual learning and I am here to tell you: It is not working, and we are not ok.
>
> I know, I know, I know…. “You’re doing the best you can” right? Are you though....???
>
> Wrong. Most of us, do not feel we are even being heard, let alone do we think our school system is doing the best they can. (not refering to the teachers, they are AMAZING and hate this as much as we do)
>
> Have you experienced virtual learning? Like, really sat in a home with families struggling to make this work. Have you witnessed the meltdowns of both students and parents? The fights and frustrations of not understanding the days’ agenda, or math lessons or technology failures? The onset depression kids are experiencing due to sitting all day, ALONE
>
> In person school is more then learning, its social skills and a safe place for lots of kids.
>
> Have you sat in the home of families of multiple kids???!!!
>
> Have you sat and watched how full time working parents are dealing with their child being home ALONE doing school... ALONE!!???
>
> It is absolutely heartbreaking!!!
>
> If you have not witnessed this, then, I beg you to STOP telling us that you understand and start listening. Parents know what is best for their children, and we are going to fight to make things right.
>
> Children belong in school. Together. Everyday.
>
> Virtual learning was supposed to be an OPTION to families that felt unsafe reentering schools and as this can remain an option, live, in-person education is the only option for many of us.

Parents are not meant to be teachers, social workers, and principals in our own homes. Teachers are not supposed to work twice as hard, to make half the difference, with the same pay. Let me say that again:

Teachers are working TWICE as hard, to make HALF the difference, for the SAME pay.

Let that sink in, because if you truly feel that children are getting the same education virtually as they would in-person, you do not deserve a seat on the board and should immediately be banned from working in the education system. And KATE IF YOU THINK THIS OK THEN YOU SERIOUSLY NEED TO STEP DOWN!!! You are NOT a parent and have absolutely no clue what you are doing!! You are HURTING our children!!!!

Stores are open. Daycares are open. Restaurants are open. The fact that schools remain closed is baffling.

I mean, are you aware that preschools are open? These little boys and girls all look absolutely adorable with their Paw Patrol and Dinosaur masks, but I must ask, have you been around many 3 or 4-year olds lately? Because they are the most disgusting little humans out there. 3 and 4 year olds will literally put their hand down their pants to scratch themselves right before giving high fives. Their sleeves, and now masks, double as Kleenex. They'll pick the gum off the bottom of a picnic table and chew it, and then share it with a friend to try as well. They're gross. Adorable, and hilarious, but gross…. And yet they are in school, and to all your surprise; they're doing just fine. Great actually, preschoolers and daycare children are doing just great! GREAT!!!!!!

If preschoolers can manage, I think you need to have a bit more confidence in our older children as well.

Because regardless of your intentions with virtual learning, it is not working, and again, we are not okay. Families are not okay. OUR CHILDREN ARE NOT OK!!!!

We are not okay with watching our children's education progress regress rather than improve.

We are not okay listening to our middle school students spend their 60 minute lessons listening to a teacher tell other students to put a shirt on, or to stop with the profanity, or to simply watch the entire Zoom lesson freeze and lose the entire days' worth of instruction.

We are not okay hearing our kids calling themselves stupid when they do not understand.

We are not okay with asynchronous learning days. Kids don't learn this way.

We are not okay seeing children on the class list that don't show up for a single zoom, scared for that child. We are not okay knowing that school is, for many children, the only place they are given love, or food, or friendship, and yet we have taken that safe place away.

We are not okay watching our Kindergarten students cry at a computer for hours at a time, because struggling to type something as simple as their names, makes them feel like

they’re failing, when typing shouldn’t even be part of their daily routine.

We are not okay watching our Juniors miss their ACT/SAT test preps.

We are not okay watching our children with IEP’s and 504 plans not receive their accommodations. These children are not doing well!!!!!

We are not okay watching our Seniors start their years at home, when this should be their time to be the Kings and Queens of the hallways they’ve walked for the past 3 years, or the fact that their 2020/2021 yearbooks will be empty of fall memories.

We are not okay with our children losing their social and emotional health over fear of a virus. A virus that has a 98% survival rate!!

And, I am 100% not okay with anyone that has not been in a classroom in the past 10 years telling my family what is best for their education OR telling my district teachers what is best. Teachers know what is best. Mothers know what is best. Any person that is not a teacher should never have the authority to tell teachers what they should be doing, when they have never even walked a day in their shoes. You have no idea what teachers are actually trying to accomplish every single day, and the struggles virtual learning brings on.

Have you ever tried to teach a child how to hold a pencil properly via Zoom? No? How about correcting letter formation on worksheets you cannot even collect? Did you expect children to enjoy watching their teachers perform experiments in science rather than getting to participate or did you not understand that would bring on full frustrations and resentment of their classwork.

Did you realize that students that once loved school, cry each morning absolutely hating their new normal?

Was this part of the plan? Did you think of the consequences virtual learning would bring?

I am begging you to listen. Put kids back in school. End 2020 as normal as it possibly can be. Listen to your teachers. Listen to your families.

Put your political agendas aside. Let our personal physicians decide what is best for our health while you do your job and do what is best for your district. And in those final decision moments if you are on the fence, just remember:

We are not okay.
Teachers are not okay.
OUR CHILDREN ARE NOT OK.

#listenupkatebrown #letourkidsgotoschool

Sent from Yahoo Mail on Android

From:	Christie Otley
To:	nik.blosser@oregon.gov; colt.gill@state.or.us; HOWARD Kimberly - STBD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; COLONNA Jerome - STBRD; SCURLOCK Jennifer - STBRD; VELIZ Anthony - STBRD; SIEGEL Marc - ODE; ODE Frontdesk; meg.boyd@state.or.us; jenni.knaus@state.or.us; jgreen@osba.org; president@oregonpta.org; president-elect@oregonpta.org; Kevin McHargue; Onika Siegel; secretary@oregonpta.org; HARTIGAN Endi; pres.office@oregonstate.edu; caroline.skidmore@schoolboard.bend.k12.or.us; Julie.Craig@schoolboard.bend.k12.or.us; Shimiko.Montgomery@schoolboard.bend.k12.or.us; Stuart.Young@schoolboard.bend.k12.or.us; Amy.Tatom@schoolboard.bend.k12.or.us; Melissa.BarnesDholakia@schoolboard.bend.k12.or.us; Carrie.Douglass@schoolboard.bend.k12.or.us; john.larson@oregoned.org; reed.scottschwalbach@oregoned.org; jim.fotter@oregoned.org
Subject:	Oregon Kids need help
Date:	Thursday, October 1, 2020 7:59:51 AM

Dear State and Education Officials,

Below is a copy of a template that I think you may or may have not received from multiple families in the Central Oregon area. If you have not, please make note that I AGREE AND SUPPORT all statements made in said letter. However, I feel it necessary to include my personal story as it is impactful and necessary for you to make informed decisions for families like mine.

I am a stay at home mom of 3 boys who run the administration side of a business with my husband. I have lived in C.O. for the last 15+ years and my husband since 1994. He attended Bend LaPine schools and it was important to us that our children did as well.

My sons are ages 12, 8, and 6. We have had nothing but AMAZING interactions with the schools and teachers within our district. We have counted ourselves lucky to be a part of schools that are encouraging, helpful, and go above and beyond their callings as professionals.

This COVID school year though has been incredibly different. While the TEACHERS AND FACULTY have still done their best to make things easier, the state-mandated REGULATIONS due to COVID are making it impossible for our students, teachers, and faculty to operate effectively and to do their job of EDUCATING OUR CHILDREN.

I am in a slightly unique situation, as I have a son who is on an IEP. He is diagnosed with Intellectual Disabilities, Communication Delay, Developmental Delay, and Sensory Processing Disorder. Prior to COVID his main place to receive services was in person in his classroom,in addition to private therapies. Over the 6 months of school that my son was able to attend in 2019, my son's behavior and ability to learn dramatically increased. THIS IS NOT THE CASE ANY LONGER.

We decided to stick with Comprehensive Distance Learning to ensure that his services would continue however, watching my son try to WEBeX with his classmates, speech therapist and teachers is as HEARTBREAKING as it is INSPIRING. This type of learning is not only unsustainable, it is **cruel**!

My two other sons who are neurotypical are also having a very hard time with this learning style. My oldest is constantly battling other disruptive students in his virtual classrooms and was left unattended by a teacher from class on multiple occasions while being logged in with other students. In addition to that, almost daily, ALL classes are "let out early." He has also been marked absent on a number of occasions when he was logged on. My middle son is trying his best to be positive but between virtual classes and not understanding material he is often angry and frustrated at technology. This is no way for kids to learn.

Please hear me when I say this. ***THIS IS NOT WORKING***. I am fortunate enough to be home with my kids, and can only imagine what working parents are dealing with. The **state** is failing and we need a change.

Please see below for more details on:

The importance of reopening brick and mortar schools and returning to full-time in-person learning is **fundamental** not only to the development of our children but directly to the Nation as a whole. The children are the future of this great Nation and the ramifications of keeping our children away from school can and will be severe. We must consider the consequences of virtual versus in-person learning, lack of academic progress, and social isolation. Our schools must open full time, and our children must return to and remain in full-time in-person learning. The effort that went into the planning of the hybrid model schooling is appreciated but comes with concerns ``give and take" outcomes.

National and international studies show that children are less likely to suffer severe symptoms or death if

infected with COVID-19. According to the Centers for Disease Control and Prevention (CDC), “The best available evidence indicates that COVID-19 poses relatively low risks to school-aged children.” Studies also suggest that transmission between children and from child to adult is low. Based on these numerous studies the CDC states, “…the rate of infection among younger school children, and from students to teachers, has been low…There had also been few reports of children being the primary source of COVID-19 transmission among family members.” When compared to influenza and the H1N1 pandemic, COVID-19 is substantially less devastating within the younger generation. Not to mention that I can literally take my children into a crowded restaurant, movie theatre, and grocery store while remaining socially distanced but our schools and teachers are not trusted to abide by the same regulations? Do we have no faith in their ability to keep kids just as safe as say our local Costco manager?

As parents, guardians, leaders, and community members it is our duty to protect and nurture our children. By allowing schools to remain closed or entertaining a hybrid model we do the opposite, **our children are being harmed**. Extended school closures are detrimental and diminish, if not halt completely educational progress. A phenomenon is known as the “summer slide” takes place during the summer or while a child is away from in-person learning. According to the Northwest Evaluation Association, this trend in learning loss increases as the child progresses through grade levels. “In the summer following third grade, students lose nearly 20% of their school-year gains in reading and 27% of their school-year gains in math. By the summer after seventh grade, students lose on average 36% of their school-year gains in reading and a whopping 50% of their school-year gains in math.” I agree with the CDC’s comment that “The prospect of losing several months of schooling, compared to the few weeks of summer vacation, due to school closure likely only makes the learning loss even more severe.”

The hybrid model allows students to return to the school two days a week but requires the teacher to provide classroom instruction four days a week. Therefore, not allowing time for the teacher to remain engaged with each student the remaining three “off” days of the week. While the return to in-person learning on a part-time basis is appreciated, the learning loss, parent required direction, and teachers required to operate dual learning platforms is far from ideal. The hybrid model puts a mountain of undue stress on our teachers – spreading our teachers entirely too thin. The mandates and regulations that accompany the hybrid model are unrealistic and seem to create a totalitarian environment non-conducive to learning. The expectations surrounding children's social distancing and ultimately forced to social isolation will lead to a toxic environment. The district has the ability to provide online education to those families who do not wish to return to brick and mortar buildings through the Bend-La Pine Online (BLPO) program. Why are all families and teachers forced into a hybrid model? The district should provide one fulltime online learning and one fulltime in-building learning option – no hybrid, it is not necessary.

Our students are being held back and unable to fulfill their true potential. A continuation of this path will ultimately lead to our young students’ losing great teachers, lack of self-confidence, lowered self-esteem, lack of social skills, and devastating loss of learning. We must open our schools, fulltime, and allow our children to return to in-person learning. We must not place continued strain on our teachers. It is so important that we provide a positive and nurturing environment where our children can socially interact, build relationships, be creative, and develop their minds. For the sake of our children, open Oregon schools fulltime and in-person.
Respectfully,

Christie and Morgan Otley

Parents to 3 school-aged children one on an IEP with multiple disabilities

References:

“The Importance of Reopening America’s Schools this Fall.” *CDC,* 23 July 2020 https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html#fn1 Updated July 23, 2020

- 39 individual sources listed and referenced in the CDC article

Kuhfeld, Megan. “Summer learning loss: What we know and what we’re learning.” *nwea*, 16 July 2018

https://www.nwea.org/blog/2018/summer-learning-loss-what-we-know-what-were-learning/

From:	Christie Otley
To:	colt.gill@state.or.us; HOWARD Kimberly - STBD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; COLONNA Jerome - STBRD; SCURLOCK Jennifer - STBRD; VELIZ Anthony - STBRD; SIEGEL Marc - ODE; ODE Frontdesk; meg.boyd@state.or.us; jenni.knaus@state.or.us; jgreen@osba.org; president@oregonpta.org; president-elect@oregonpta.org; Kevin McHargue; Onika Siegel; secretary@oregonpta.org; HARTIGAN Endi; pres.office@oregonstate.edu
Subject:	Give Students a Choice for In-person learning
Date:	Tuesday, October 6, 2020 10:30:22 AM

Dear State and Education Officials,

Below is a copy of a template letter that I think you may or may have not received from multiple families in the Central Oregon area. If you have not, please make note that I AGREE AND SUPPORT all statements made in said letter. However, I feel it necessary to include my personal story as it is impactful and necessary for you to make informed decisions for families like mine.

I am a stay at home mom of 3 boys who run the administration side of a business with my husband. I have lived in C.O. for the last 15+ years and my husband since 1994. He attended Bend LaPine schools and it was important to us that our children did as well.

My sons are ages 12, 8, and 6. We have had nothing but AMAZING interactions with the schools and teachers within our district. We have counted ourselves lucky to be a part of schools that are encouraging, helpful, and go above and beyond their callings as professionals.

This COVID school year though has been incredibly different. While the TEACHERS AND FACULTY have still done their best to make things easier, the state-mandated REGULATIONS due to COVID are making it impossible for our students, teachers, and faculty to operate effectively and to do their job of EDUCATING OUR CHILDREN.

I am in a slightly unique situation, as I have a son who is on an IEP. He is diagnosed with Intellectual Disabilities, Communication Delay, Developmental Delay, and Sensory Processing Disorder. Prior to COVID his main place to receive services was in person in his classroom,in addition to private therapies. Over the 6 months of school that my son was able to attend in 2019, my son's behavior and ability to learn dramatically increased. THIS IS NOT THE CASE ANY LONGER.

We decided to stick with Comprehensive Distance Learning to ensure that his services would continue however, watching my son try to WEBeX with his classmates, speech therapist and teachers is as HEARTBREAKING as it is INSPIRING. This type of learning is not only unsustainable, it is **cruel**!

My two other sons who are neurotypical are also having a very hard time with this learning style. My oldest is constantly battling other disruptive students in his virtual classrooms and was left unattended by a teacher from class on multiple occasions while being logged in with other students. In addition to that, almost daily, ALL classes are "let out early." He has also been marked absent on a number of occasions when he was logged on. My middle son is trying his best to be positive but between virtual classes and not understanding material he is often angry and frustrated at technology. This is no way for kids to learn.

Please hear me when I say this. ***THIS IS NOT WORKING***. I am fortunate enough to be home with my kids, and can only imagine what working parents are dealing with. The **state** is failing and we need a change.

Please see below for more details on:

The importance of reopening brick and mortar schools and returning to full-time in-person learning is **fundamental** not only to the development of our children but directly to the Nation as a whole. The children are the future of this great Nation and the ramifications of keeping our children away from school can and will be severe. We must consider the consequences of virtual versus in-person learning, lack of academic progress, and social isolation. Our schools must open full time, and our children must return to and remain in full-time in-person learning. The effort that went into the planning of the hybrid model schooling is appreciated but comes with concerns ``give and take" outcomes.

National and international studies show that children are less likely to suffer severe symptoms or death if infected with COVID-19. According to the Centers for Disease Control and Prevention (CDC), "The best available evidence indicates that COVID-19 poses relatively low risks to school-aged children." Studies also suggest that transmission between children and from child to adult is low. Based on these numerous studies the CDC states, "…the rate of infection among younger school children, and from students to teachers, has been low…There had

also been few reports of children being the primary source of COVID-19 transmission among family members." When compared to influenza and the H1N1 pandemic, COVID-19 is substantially less devastating within the younger generation. Not to mention that I can literally take my children into a crowded restaurant, movie theatre, and grocery store while remaining socially distanced but our schools and teachers are not trusted to abide by the same regulations? Do we have no faith in their ability to keep kids just as safe as say our local Costco manager?

As parents, guardians, leaders, and community members it is our duty to protect and nurture our children. By allowing schools to remain closed or entertaining a hybrid model we do the opposite, **our children are being harmed**. Extended school closures are detrimental and diminish, if not halt completely educational progress. A phenomenon is known as the "summer slide" takes place during the summer or while a child is away from in-person learning. According to the Northwest Evaluation Association, this trend in learning loss increases as the child progresses through grade levels. "In the summer following third grade, students lose nearly 20% of their school-year gains in reading and 27% of their school-year gains in math. By the summer after seventh grade, students lose on average 36% of their school-year gains in reading and a whopping 50% of their school-year gains in math." I agree with the CDC's comment that "The prospect of losing several months of schooling, compared to the few weeks of summer vacation, due to school closure likely only makes the learning loss even more severe."

The hybrid model allows students to return to the school two days a week but requires the teacher to provide classroom instruction four days a week. Therefore, not allowing time for the teacher to remain engaged with each student the remaining three "off" days of the week. While the return to in-person learning on a part-time basis is appreciated, the learning loss, parent required direction, and teachers required to operate dual learning platforms is far from ideal. The hybrid model puts a mountain of undue stress on our teachers – spreading our teachers entirely too thin. The mandates and regulations that accompany the hybrid model are unrealistic and seem to create a totalitarian environment non-conducive to learning. The expectations surrounding children's social distancing and ultimately forced to social isolation will lead to a toxic environment. The district has the ability to provide online education to those families who do not wish to return to brick and mortar buildings through the Bend-La Pine Online (BLPO) program. Why are all families and teachers forced into a hybrid model? The district should provide one fulltime online learning and one fulltime in-building learning option – no hybrid, it is not necessary.

Our students are being held back and unable to fulfill their true potential. A continuation of this path will ultimately lead to our young students' losing great teachers, lack of self-confidence, lowered self-esteem, lack of social skills, and devastating loss of learning. We must open our schools, fulltime, and allow our children to return to in-person learning. We must not place continued strain on our teachers. It is so important that we provide a positive and nurturing environment where our children can socially interact, build relationships, be creative, and develop their minds. For the sake of our children, open Oregon schools fulltime and in-person.
Respectfully,

Christie and Morgan Otley

Parents to 3 school-aged children one on an IEP with multiple disabilities

References:
"The Importance of Reopening America's Schools this Fall." *CDC,* 23 July 2020 https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html#fn1 Updated July 23, 2020

- 39 individual sources listed and referenced in the CDC article

Kuhfeld, Megan. "Summer learning loss: What we know and what we're learning." *nwea*, 16 July 2018

From:	connie.whelchel@yahoo.com
To:	HOWARD Kimberly - STBD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; COLONNA Jerome - STBRD; SCURLOCK Jennifer - STBRD; VELIZ Anthony - STBRD; SIEGEL Marc - ODE; ODE Frontdesk
Cc:	Betsy.devos@ed.gov
Subject:	Reopen Schools: Stop the mandates and provide options
Date:	Thursday, October 1, 2020 11:49:39 PM

To the Oregon Department of Education:

If it was clear that not reopening the schools showed significantly more benefits than the costs of our kids going to school in person, I'm all for keeping the kids out of the schools. However, that is not the case.

When you do a cost-benefit analysis, one cannot definitively say that the advantages of keeping our kids out of school significantly outweighs the option of them returning to school. Why? Because, among our children/families, notable costs of keeping kids out school include: significant learning deficits; social isolation; increased mental and emotional health issues; increased familial stress; and financial hardship as parents have to cut back their working hours to accommodate kids at home, especially for single parents.

It is not unreasonable to believe that the costs of keeping our kids out of school outweigh the minor risk of our kids - or us - contracting COVID-19 and suffering complications from it.

So, what's the answer? A balanced solution that addresses ALL the risks and concerns of everyone.

FOR KIDS
For families who are vulnerable and/or who are too scared to have their children live their lives among fellow humans, allow them to stay home and give them online options (as what's currently happening - or, rather, being forced on us).

For those families who want to continue living their lives in society and take on the minor risk contracting COVID-19 with complications, provide them the option of in-school learning.

FOR TEACHERS
For teachers who are vulnerable and/or who are scared to teach in the classroom among children, allow them to do the online teaching.

For teachers who want to return to the classroom, teach among kids, and take on the minor risk of contracting COVID-19 with complications, allow them to teach in school, with common-sense hygiene practices in place (e.g., washing hands regularly, cleaning/sanitizing furniture/items regularly).

==========

Forcing all kids to do at-home learning is too extreme when the cost-benefit analysis shows us it's not so one-sided. And it doesn't mitigate ANY of the risks associated with the at-home learning mandates

We need a more balanced approach that addresses all concerns and allows us the freedom to choose what is best for our own kids and families.

It's evident there are significant risks to consider on both sides of the argument. Consequently, instead of assuming ALL the risks of one side, use logic: Spread the risk. Provide options.

Stop with the illogical, tyrannical mandates. Allow choice.

Thank you for your consideration.

Sincerely,

photo

Connie Whelchel

541.905.7380 | connie.whelchel@yahoo.com

From: Cori Murphy
To: StateBoard Public Email
Subject: Return our children to school
Date: Wednesday, October 7, 2020 3:47:13 PM

I am a mother of two children in the Cascade School District and I am seeing my children struggling with this online learning. My oldest, who is in 7th grade, has to email at least one teacher a day because of problems of some sort. My youngest, a third grader, is doing better but still has days when she can't find the work. I have heard many parents of children all around the state say the same thing, they are not getting enough time with the teachers. Online just is not the answer. My children are also struggling mentally with all this. They need to be with peers, even if it's only small groups. My children are usually A and B students and are struggling now to even get Cs and it hurts me as a parent to see this. They need to be back in the building.

From:	Cynthianna Powell
To:	StateBoard Public Email
Subject:	Keeping Students, Staff, and Families safe during COVID-19
Date:	Monday, October 5, 2020 2:47:19 PM

I am emailing you because I feel the need to express gratitude, empathy, and apology. As I am sure you're aware there is a movement currently expressing concern over the distance learning model. "Clack to School" states their mission is to provide children and families with a choice on returning back to school in person, versus the current CDL model. They feel the metrics are unfair and state in their reasoning that distance learning is the cause of increased suicide rates, child abuse and neglect, and a myriad of other mental health problems. This movement very loudly expresses their disdain for online learning and its "unfairness" to children. This movement claims that teachers want to be back in the classroom and "hate" distance learning as well.

I feel that this movement is pushing too far and overreaching. I feel their loudness will cause a change in current plans that were carefully put into place to keep children, staff, families, and the communities in the safest option possible. **The right decision is rarely an easy decision**.

I feel it is incredibly important to have a full picture and hear the voices from both sides. **I DO NOT AGREE** with the purpose "Clack to School" has set out on, I do not agree with how they are going about it. For example, Monday, October 5, 2020, they plan to have students and parents refuse to log on, in an effort to "blackout" of classes to prove some sort of point. I really feel some of these voices are misguided, pulling children from class on Monday will only hurt them, and metaphorically slap teachers in the face.

It seems through this "movement" they have forgotten basic compassion. They have forgotten that teachers and staff put more time into educating their child(ren) than the standard 8-3:30 school day. Teachers have tirelessly put in sweat and tears into the 20-21 school year. They were expected to create a miracle AND DID. Distance Learning is not for everyone. Pandemics aren't easy, fun, or sociable. If they were, we wouldn't have vaccines. The truth is, we still don't know enough, nor have the proper PPE and personnel or financial support to provide the safest learning environment possible for children and staff. To be honest, while there are still parents who do not believe in this virus and who continuously use the statements "your fear shouldn't keep MY kid(s) out of school", we may not be ready for a very long time. YES, Covid-19 is an inconvenience, NO, it isn't the school's fault, it isn't the administrators' faults, it isn't the parent or the kiddos faults. IT'S LIFE and unfortunately, it isn't going away until we can come together united to be slightly inconvenienced by masks and safety protocols, AS ONE, to kick this virus to the curb.

North Clackamas School District's metrics, (as I am sure you're already aware); has over 2,000 employees; 50% of teachers and 59% of support staff are at-risk or have a family member who lives with them who is at-risk. 31% of teachers and 7% of support staff said they were considering leaving the profession, retiring early, or seeking a

leave of absence if they are/were forced to return without proper procedures in place.

According to NCSD's own email out to families in regards to hybrid or in-person models having to open and close with the inevitability of outbreaks; "This unpredictability of opening and closing schools over and over is not an effective way of operating a school system and has the potential to produce further trauma to students". IT IS A DISTRUPTION that not only puts stress and strain on students, but families as well in regards to exposure (unnecessarily) as well as having to take time off of work, resulting in reduced household income, as well as a higher unemployment rate, and delay in unemployment compensation due to an already backlogged system.

On the topic of trauma – sending kids to school during a pandemic is not sending them back to their friends they left, nor to a building that would look or operate in any fashion that they remember. To open the school building there would need to be partitions, distancing (classroom, lunch, recess, bathroom, hallways, etc.), hand washing, sanitizing, masks/face coverings, etc. The parents who want their kids back in person also, in the majority, don't want their kids returning with partitions or masks. (think about that).

I could go on and on and on about the cost-benefit analysis of sending kids back to school. Bottom line is, right now, there is a HUGE risk that WILL cost lives. While there is high survivability, there are also LONGTERM LASTING effects from COVID. It is a NOVEL, it is new. It is damaging respiratory systems, gastrointestinal systems, and KILLING people. Even ONE death is too many. THIS ISNT THE FLU.

I want to thank the staff and everyone who has made the difficult decision to keep schools closed right now. Teachers and staff are often overlooked, and yes, I have seen parents scream that teachers are essential employees (THEY ARE!!! SO DO NOT RISK THEIR LIVES), that if they do not want to be back, they need to find other employment. It is appalling at the lack of compassion and respect a portion of our community is exhibiting, all while trying to act "in the best interest of children".

I want to add, even with distance learning, our IEP needs have been not only met, but expectations exceeded. So, in our experience, the argument that the IEP students are lost in the wind is invalid.

I wrote to you to express my gratitude to educators. I appreciate everything that education providers do to make difficult decisions in making an effort to provide the safest education possible for my children during these unprecedented times. I appreciate those who make these decisions erring on the side of caution and safety, rather than bending to the will of parents who are ready for normalcy in a time, we aren't ready for.

I understand requesting a choice, but I do not believe it's a safe choice, like opening for those who need the in-school choice, still need staff, and that means exposure. I don't know about other families, but in ours, teachers are a part of our family. In a

normal school year, the teachers of my children spend more time with my kids than I do in their waking hours. The parent-teacher relationship is one that shouldn't be overlooked, their value is priceless.

Thank you.
Cynthianna Powell
(Pre-Pre K, 1st grader, 3rd Grader, 10th Grader)

From: Danica Pennock
To: SCURLOCK Jennifer - STBRD
Subject: Oregon Public Schools Come First!
Date: Wednesday, September 30, 2020 1:40:46 PM

The State of Oregon is failing our children!
Especially our most vulnerable populations!

Children must be allowed to return to in person instruction ASAP. The Governor claims officials are making decisions on science. While that might have been in the case early in the pandemic, there is plenty of recent science and case studies available that support returning our children to school. I shouldn't have to quote this for you, or provide you with the science. It is your responsibility to know. Stop deciding what science is appropriate to fit the political agenda. We've done what you asked, we stayed home, we closed our small businesses, we closed schools, we wear masks. Most IMPORTANTLY we flattened the curve like you asked us to! Further, the metrics you've established are unrealistic for the community as a whole. At this rate, will our children ever go back to school? Stop telling us it's "up to us", we've done that, and you refuse to give our children a chance.

I think officials need to review the Oregon Department of Education to remember what Oregon public schools stand for. Let me spell it out for you: Closing the Achievement Gap, teacher and administrator effectiveness, increasing performance for all schools and districts, and a strong, seamless education system from early childhood through higher education. Comprehensive Distance Learning is not even CLOSE to meeting any of these priorities.

Choosing fear over facts and data to take advantage our Oregon children is deplorable and sickening. You must realize your decisions are effectively and efficiently doing the exact opposite of the ODE mission.

Oregon Parents have had enough and are ready to take action. Be warned if the Governor continues to withhold our children's access to QUALITY education in person, we will rally and strike and fight for our children that you refuse to. Oregon public schools are at great risk.

If you are looking for personal stories, I will tell you that it grieves me to see my vibrant 3rd grader struggle to stay on task. Her love of learning is being stripped away. I didn't get to send my youngest off to Kindergarten for this first day. Instead he has to sit and look at a screen for usually less than 30 minutes, and then complete 1 simple coloring project. Then I have to manage working full time, keeping kids entertained and supervised the rest of the day, while my First Responder spouse works night shifts and tries to sleep during the day. I fully understand these are seemingly minuscule problems in the grand scheme of what is happening. Trust me, I have perspective having a First Responder spouse. However, it is not without struggle and frustration. And If I feel that way, I know thousands of parents across Oregon are experiencing the same or worse.

The REAL reality is, the "well to do" , the "privileged", whatever you want to call it, their children will likely come out of this fine. Do you think these parents are going to wait it out and see what you decide? Hell no! These parents are pulling their kids out of public schools left and right, therefore, risking the future of Oregon Public Schools.

Have you even thought of the long term effects and detriment you are causing to families who cannot work because their kids are not in school? Or the single mom/dad who has to manage CDL and try to work? Or how about the woman I saw pan-handling on the corner last weekend with KIDS. Do you think those kids are getting their CDL done? What about the families with no internet, or parents not involved in their kids' education, or the low income families with limited resources and means. What are YOU doing for them? Who is fighting for these kids? This has TO BE the biggest "social injustice" in the history of Oregon. All the meanwhile, the Governor allows non stop violence at the hands of domestic terrorists to rule Portland. Furthermore, the Governor is actively violating a core and valuable constitutional right we enjoy as Americans: the right to an equal education whether you are rich or poor. Comprehensive distance learning is NOT equal. In fact, the consequences of these decisions will, in time, further the socio-economic gap.

Please, please, appeal to other officials, including the Governor, OHA and other officials to open schools! Healthy people under 70 are at very low risk from COVID 19. This step will serve to increase community immunity to those at the lowest risk of complication and will decrease population virus susceptibility and transmission to our most vulnerable population. Our youth are being seriously disenfranchised by public health officials and politicians. We knew or should have known that they had almost zero risk of dying from this virus in March. Yet our public health policy has continued to deny them of educational, social, and life experiences and infected them with irrational fear. We did this under the false pretense that we are protecting our elderly population. Just the opposite, if more young and healthy people have immunity we decrease our population transmission rates and risk. In other words, You scarified our youth to protect adults from their own fears. This is the science you must recognize and use to make decisions on public policy concerning COVID19 and our children.

I expect a response that addresses our communities' concerns.

Please, please fight for our CHILDREN and do what's right: OPEN UP SCHOOLS
We CAN and SHOULD do better!

Concerned Parent from the Bend La Pine School District

From:	Danielle Law
To:	GILL Colt - ODE; Nik.Blosser@oregon.gov; PELT Candace - ODE; READ Tobias; Beverly.clarno@state.or.us; VELIZ Anthony - STBRD; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; SCURLOCK Jennifer - STBRD; lindsey.capps@state.or.us; hilda.rosselli@state.or.us; cheryl.l.myers@state.or.us; REP Doherty; REP AlonsoLeon; REP Helt; REP Hernandez; REP Neron; REP Reardon; REP Reschke; REP Sollman; REP Wallan
Subject:	Kids need to be in school!
Date:	Wednesday, October 7, 2020 2:51:12 PM

Good Afternoon,

I have three students in the North Clackamas School district. A 5th grader and a sophomore and junior at Milwaukie High School. They are all struggling. I tried to be positive and keep an open mind about online school and I have to say, I am really disappointed. I watched the board meeting when the district went over the new schedule. It was very clear that 50% or more of the learning was to be done by live learning from their teachers, and the other 50% was to be done independently. This is not happening.

My 5th grader gets less then and hour of live instruction per day.

How are high school students suppose to be learning an entire semester worth of content in 2 hours a day in less then 8 weeks? The teaching is very inconsistent students are not required to be logged onto their live classes. Both of my high school students have been told that if they miss a class all they need to do is log on watch the class online, email their teacher and then they will be marked as present. That is NOT asynchronous learning. I strongly feel the district is not meeting the bare minimum requirements for our students. The online curriculum is not sustainable for these students. My sophomore is learning advanced algebra on Khan Academy. The expectations are very inconsistent from teacher to teacher. I believe the teachers are doing the best they can, but the administration is lacking in leadership. Students have been socially isolated for 7 months. The district should be able to do better. We need to get these kids back into the classroom. I am watching my own kids mental and physical health decline. They are depressed and acting out. I am concerned for the overall well being of my children. The long lasting effects of being isolated and stuck behind a computer screen all day are going to be much worse then any of them getting COVID. Mental health, depression, suicide attempts and abuse have all increased throughout the state since the pandemic has begun.

When the schools closed back in March, it was so that our hospitals and ICU's wouldn't become over crowded and we would have enough ventilators for patients who needed them to survive. As of Sunday, 13 people in the entire state of Oregon are hospitalized because of COVID. Schools all over the country are slowing opening successfully. I have family in both Florida and Utah and their kids have successfully been in school without breakouts for 6 weeks. Kids are able to social distance and wear masks. I understand that it is up to the Governor, but we need to push back. We are actually one of the better states in the country as far as COVID cases, yet our Governor has set unrealistic metrics to reopen schools. Something needs to change because right now, the current option is not working.

Thank you,

Danielle Law

From:	David Beasley
To:	HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; RUSSELL George - STBRD; Guadalupe.Martinez.Z@ode.or.us; jennifer.Scurlock@ode.or.us; WHEELER Bridgett - STBRD; Anthony.VVeliz@ode.state.or.us
Subject:	Oregon Schools
Date:	Wednesday, September 30, 2020 4:01:28 PM

I write to express my urgent concern that we open our schools for the children of our State. As a retired Oregon Superintendent, I see the incredible disparity our school closures and hapless distance learning is doing to my grandchildren and the others I have observed. Especially cruel is the way we have abandoned our handicapped youth who fall further behind every day.

Please use your important positions to encourage the Governor to open the schools using the safety procedures we have learned you use. The children of Oregon need your leadership more than ever before.

Thank you,
David Beasley

From:	Diane Goff
To:	StateBoard Public Email
Subject:	Please Continue Safe Return to Schools metric
Date:	Wednesday, October 7, 2020 9:49:25 PM

As a 3rd grade teacher (with underlying conditions) in an Oregon public school, I hope the ODE and Governor Brown will continue to use the same metric for the return to in person school as was set in the summer. The pandemic has not improved in our state and sending students back into schools, even at 6 feet apart with masks (which will be nearly impossible to keep on) will have detrimental effects on many. Our largest school districts are doing a wonderful job making sure the children of Oregon are fed, clothed and educated - all at a distance. Their health is important, as is the health of the thousands of staff members, bus drivers, and staff who work closely with them.
While I would love nothing more than to physically be back in the classroom with 'my' 29 students I do not want to be there until it is 100% safe. I appreciate all that you are doing to make sure that all the residents of Oregon are respected and safe to that end.

--
Diane Soderstrom Goff
3rd grade

From:	Dylan Hydes
To:	StateBoard Public Email
Subject:	Statement from a WLWV Board Member on Returning to School
Date:	Saturday, October 3, 2020 11:35:57 AM

I am on the West Linn-Wilsonville School Board and posted the below message to the Clack to School Facebook page last Sunday. I was asked to share it with you. It is lengthy, but hopefully helpful in some way.

Dylan Hydes

Hello, everyone. As a member of the West Linn-Wilsonville School Board, I thought it might be useful if I weighed in on the topic of our children returning to schools during COVID. I have read and listened to countless stories of people struggling through CDL. I am among them. I have three children in this district. My kids are in grades 3, 5, and 7, and their abilities vary greatly. One of my kids is in accelerated classes, one of my kids is working at grade level, and one of my kids is on an IEP working to get to grade level. I am also a single-parent half the time so I understand the overwhelming reality of trying to work full-time while being a home-school teacher. There are plenty of tears. I don't need to tell any of you this is hard. Super hard.

There has been much talk about the School Board needing to take action to advocate for our kids. As a parent, former middle school teacher, and a person who loves our communities, I will always advocate for our kids. My drive to provide what is best for all children is why I volunteer to serve on our school board. There is a perception though that more is needed from our Board. I'd like to address this. Please know that I as I speak today, I speak for myself only, not the entire School Board. And if any of the issues I discuss here ever come before the Board, I would keep an open mind and consider the opinions of my fellow school board members.

I find that most people discussing the issue of re-openings schools fall into one of two camps: either schools should obviously re-open or schools should obviously remain closed. I would remind both sides of this debate to keep in mind that nothing is obvious here. Scientific American wrote an article this month aptly titled "Schools Have No Good Options for Reopening During Covid-19," and it went on to explain that no path exists without serious risk of devastating consequences. Deciding whether to reopen schools is an incredibly complex question that requires the weighing of a multitude of risks, benefits, and factors we do not yet fully understand. And if policy leaders get this wrong, it could end in children falling years behind in their education and/or members of our community unnecessarily dying. The stakes could not be higher.

The decision to re-open WLWV schools is currently out of the hands of the Board or District.

Governor Brown made this decision for the entire state on August 21, 2020. She put in place metrics that prohibited our schools from opening on August 31, 2020 as planned, and prohibit them from opening now.

My position on this is that WLWV schools should be permitted to reopen. I base this position on the best and most current information available and do so for the following reasons:

First, the undeniable benefits to in-person instruction (for students and families) are manifest.

Second, I am confident that the risk of our schools becoming sources of widespread COVID transmission are low. The Oregon Health Authority has created an 85-page guide entitled "Ready Schools, Safe Learners" that provides a framework for how schools are to minimize the risk of transmission (e.g., each classroom must have 35 square feet per child; cohorting students; masking; entry screening; required hand-washing; etc.). I have read this manual. The level of thought and care that went into its creation is impressive. Further, I have seen the steps each of our school teams have taken to ensure compliance with the state's in-person teaching framework should we have the chance to open, and I am confident our District could comply with all aspects of it.

And third, early evidence is not showing that re-opening schools is increasing the rate of community transmission of COVID. Internationally we see that is the case, but those examples are admittedly not particularly useful since these countries who are releasing data (e.g., Japan, Switzerland, New Zealand) have rates of COVID far below the United States. New evidence here at home though (as detailed in a Washington Post article last Wednesday entitled "Feared Coronavirus Outbreaks in Schools Yet to Arrive, Early Data Shows") is showing that schools here in America that are reopening with appropriate safeguards are not seeing an uptick in transmission of COVID (colleges are a different story, but that appears to be due to failure of many to engage in risk-mitigating behaviors).

Having said all that, I understand there are reasons not to open. For instance, any time you put large groups of people together, the risk is not zero. Even though younger students may have a lower chance of becoming ill or dying, any child death is a tragedy and many of our students and staff are in a high-risk population or live with someone who is.

Another consideration the Board is required to consider is that the District is currently unable to obtain liability insurance coverage related to COVID. What this means is that if a student, parent, or staff member sues the District for contracting the virus on District property, the District would have to pay for the legal defense of such a claim plus any amount of settlement or judgment. These costs could be enormous and there is no money in our budget to cover this.

When I weigh these, and all the other factors brought to my attention, I do come down on the side of reopening schools, but I do believe this is an issue on which reasonable minds can disagree. I will also say that all of us (including me) should be monitoring the data as we learn more and remain willing to adjust our conclusions to comport with the best evidence.

The largest obstacle to reopening is the governor's reopening metrics that I feel are too stringent (particularly for grades 4-12). I have been in contact with Senator Rob Wagner, Rep. Rachel Prusak, and Rep. Courtney Neron about this issue. I spoke to them in-person in early August and then followed up with a letter on August 27, 2020 asking them to speak to the governor about adjusting the reopening metrics to an achievable goal and one that was not unnecessarily too stringent. If you are curious about the content of my letter, I have cut-and-paste the text of it to the end of this post.

The activism I am seeing around this (and other issues) is so encouraging. Please keep it up. I know our Board is listening. My advice to those looking to make a difference is to focus your message on the science of safely opening schools. Everyone knows kids benefit from being in school. What is keeping our schools closed is not a lack of appreciating the value of in-person instruction, but the fear that doing so will turn every school day into a super-spreader event. Schools will reopen when our leaders believe it can be done safely. So point to the evidence that says this can be done.

Some of you are asking really great questions about why we are using certain curriculum, why we still have shortened school days even though classroom cleanings are no longer necessary, and why we are releasing early every Friday. These are great questions! Keep asking them. These types of specific questions should start with your child's classroom teacher or building principal. This is not an attempt to brush anyone off, but we are a district of 10,000 students. There are simply not enough hours in the day for the superintendent to respond to every parent inquiry. On the other hand, if your student's school principal cannot answer your question or you feel the response was inadequate, you should of course follow-up with the District office. If you have gone all the way to the top and still feel your concerns have not been adequately addressed, I encourage you to reach out to me or any of my fellow board members.

Finally, I understand for many of us (including me), 2020 has been among the most challenging years of our lives. It makes sense that passions are high and patience is low. I get it. I respectfully ask though that all of us extend grace to one another. There have been some terrible things said about Dr. Ludwig and the school board on this page. After almost four years in this role, I know Dr. Ludwig and each of my board members well. Each of them, without exception, is here for the right reasons. We all want what is best for our kids and are working our hardest to make the best of a bad situation. That does not mean any of us are perfect or that we will always agree but let us not question each other's motives. And thank you to all of our teachers and staff whose jobs have gotten harder and less enjoyable, but still do their best for our kids every day.

Thank you for thoughtful and impassioned activism.

Dylan

...

8/27/20

Rob and Rachel,

I wanted to briefly follow up on our conversation about children returning to schools and the governor's standards to do so. I am concerned they may be so stringent that students in Grades 4 through 12 will never return to school. I have two areas of concern.

First, the governor's standards state that to open grades 4-12, we need to get our new case rate to less than 10 for every 100,000 people in the preceding 7 days for 3 consecutive weeks (Clackamas County is currently averaging 34 new cases a week). By this standard, countries that are considered to be successfully combating COVID and who are safely re-opening schools (e.g., Denmark and the Netherlands) would fail. We are a long ways from reaching such a low rate of new cases and will probably never get there until an effective vaccine is devised and distributed (assuming a vaccine works and most of the population agrees to take it).

My second concern is that the governor has in place a requirement that the state positivity rate be 5% or less. Oregon's positivity rate currently sits at a too high 5.1%. My concern is around the lack of local considerations. After all, Oregon is a state of almost 100,000 square miles. Earlier in the summer, Clackamas County had a positivity rate of 3% and the entire state had a positivity rate of 5.5%. If we were to get our new cases down to less than 10 per week for 3 straight weeks and our positivity rate below 5%, it would seem all kinds of wrong to allow an outbreak in Ontario (but not Vancouver) to shut down WLWV schools.

Finally, I wanted to point out that we are actually somewhat close to being able to re-open grades K-3 under the K-3 exception, which has no statewide requirement. We only need all three counties to have a positivity rate below 5% (highest is currently Multnomah at 5.2%) and a weekly new case rate of 30 per 100,000 people (highest is currently Multnomah at 43). I was initially concerned that Clackamas County's fate was tied to Multnomah and Washington Counties' numbers, but that makes some sense and the three counties now have fairly similar numbers.

Thank you for listening.

Dylan

cc: Rep. Courtney Neron

From:	Enjoli Grant
To:	RUSSELL George - STBRD
Subject:	A call to action for our children!
Date:	Friday, October 2, 2020 9:39:38 AM

Dear Oregon State School Board Members,

I would like to start by saying I recognize and appreciate the difficult position you are in, trying to balance keeping people safe and still allowing kids the opportunity of an education. I imagine the state wide metrics for school reopening came from a desire to open schools safely and keep all safe. However, the result of these metrics is that Oregon is failing its children- they are threatening the very fabric of our children's education, their mental and emotional health, as well as increasing the equity gap faster than anything else possible could. Oregon students are very, very quickly being left behind every state in the nation. We already have the second to worse graduation rate in the country- these metrics are very quickly going to put us into the first place position- and not in a good way.

Perhaps you are unaware that Oregon has the strictest requirements for kids to return to school, and is the only state not letting any older students attend school in person-or very, very few. It is only one of 5 states that has not left the decision of schooling in person up to individual districts, but has state wide mandates. Oregon's are the most strict- despite the fact that our cases are among the lowest in the country. Oregon is failing its students and if something is not done SOON, that failure will fall directly at the feet of those who made the decision to let statewide mandates determine when kids can attend school in person. (Which are making it so hardly any students can attend school).

I don't think I need to tell you how much distance learning is failing in Oregon. Despite the endless hours teachers are putting in, children are frustrated, not learning and are completely shutting down. They are hating learning, instead of having a love for it. Some are just giving up completely. I saw a tweet from a senior in high school in Oregon- he said he had spent hours trying to do an assignment he did not understand and was so discouraged. Our suicide rate is going to SKYROCKET if we don't get teens back in school soon. They are becoming depressed and despondent. Many teens are hanging out without masks or social distancing, because they want to be with their friends and can't see them at school. It is not ok to expect teens to not see their peers- by not allowing them to attend school you are actually increasing the likelihood of 'risky' behavior and spreading the virus, not decreasing it.

Oregon needs to forgo the statewide and county metrics, and give the decision making ability back to individual districts, as was originally planned, before these metrics were put into place. Districts worked tirelessly all summer to ensure students could go back to school is a safe manner, following ODE's guidelines, and then the rug was pulled out from under them. If these metrics made any form of sense, or allowed for students to return to school, they could be understood. But they do not. It seems as though they were purposely made up under the guise of 'safety', but really, with the motivation that they would not allow students to return to school.

The first metric that needs to be changed is the >5% positivity rate state wide. We need to look no further than the wild fires to see how quickly this metric can become 'unmeasurable'. This metric is based on the testing availability of our state. I am not sure if you are aware of this, but Oregon ranks 49th of 51 states (DC is included), for tests per million. Let that sink in. We are third to LAST in the country! Yet we are using our testing capabilities as a metric for kids to return to school?! We saw with the fires how the number of tests performed directly impacted the positivity rate state wide. (Yes, I know that is being dropped for September, but it is coming back in October) In order for the >5% positivity rate to be a measurable requirement, anyone in Oregon should be able to get a test, regardless of symptoms. I have asked a group of over 1000 how easy it is to get a Covid test in Oregon. Their responses varried wildly, but what it came down to is in some counties it is easy to get a test and in others you have to be sick or have been exposed. Interestingly, those who live in counties where it is harder to get a test, also have a higher positivity rate... is it possible it's because they are only testing sick people, thus driving up the percent positive? Unless Oregon is going to quickly procure more testing and have more available, it is criminal to hold >5% positivity as a state wide or county metric for schools reopening. We will never be able to stay under 5%, unless we have adequate testing, which we do not.

The other metric that needs to be changed and is completely unfair, as well as having no actual bearing on whether or not it is safe to return to school, is the under 30 cases per 100000 or 10 cases per 100000. These metrics have

NOTHING to do with whether or not students and teachers will be safe at school. The metric does not take into account nursing home outbreaks (doesn't effect schools), workplace outbreaks, (doesn't effect schools) college kids driving up the cases, (doesn't effect schools) and prison outbreaks, (doesn't effect schools). All of these things increase the case counts for counties, making it impossible for schools to open, but have NOTHING to do with the schools!!! Under current metrics, these things will prevent our children from being able to return to school, (unless they live in a very rural district) even though they have no impact as to whether or not a school is safe for children and teachers.

Clatsop County and Lane County are perfect examples of how these are unfair and greatly damage our kids. In Clatsop County there was an outbreak at a seafood plant. Some schools in the county had planned on allowing kids to attend school in person, as they met the metrics. But now, because of a workplace outbreak that has NOTHING to do with the school, those plans have been put on hold, furthering the amount of time Oregon students will become behind and suffer. It is staggering to me how any leader can think it is ok to punish children for something they have no control over, nor would effect them or their teachers.

Lane county is another example. Because the University of Oregon is in their county, their cases are jumping. While it is great to tell college students to be careful, of course many don't care how their choices effect others. Because the cases in Lane County are increasing, due to college students in the county, in person school has been put on hold for many children in the area- these schools have plans in place to keep children and teachers safe, yet instead children are being denied an education, due to COLLEGE students. If you have decided that one generation needs to learn online, surely it would make more sense to have college kids learn online, as they are capable of it? Kindergarteners and 1st graders ARE NOT!

These are just two examples of the MANY reasons why the current metrics need to change. Schools throughout the US are only worrying about active cases WITHIN their schools. Once there are more than a certain number of positive cases in the class, or in the school, they quarantine the whole class or school for 14 days. This is allowing students an education while keeping kids and teachers safe. These are the ONLY cases that should be considered when deciding when schools can and can't open. To have districts and CHILDREN held hostage by things completely out of their control, and that don't even have a bearing as to whether or not a school can safely open is preposterous. Oregon children are being left behind the rest of the nation. Distance learning DOES NOT WORK. Especially in elementary levels, but really, at all levels.

I am a mother of 2 with a 6th grade daughter who often struggles with her ADHD. Never in my life did I imagine that the state leaders could care so little about children that they would put politics ahead of what is best for children. This is not about keeping children and teachers safe. The ODE has plans in place that would keep teachers and children safe if allowed back to school. These metrics are about politics and appeasing special interest groups (such as teachers unions) without caring that our future generation is being destroyed.

I need not tell you how completely inequitable Oregon's current path is. Students who are at risk, live below the poverty line, are ELA, or that have disabilities are getting further and further behind, while those students who come from families 'with means' are choosing private school, forming pods, or homeschooling- all of which will give their children a better education than Oregon is currently providing. I am married to a high school teacher at a low income school- I KNOW there are children being abused and/or have not even logged onto a chromebook since March. In my husbands classes, getting 60% participation from kids is considered high which is ridiculous and goes to show that kids are already giving up.

This is not equitable- in any way, shape, or form, and to pretend that distance learning can possibly bridge the inequity gap is to deny science and logic. I am pleading with you, please put politics aside and do what is best for the children of this state. It should not be about what parents want, or about what the OEA wants. This is about children and I am fed up with Oregon ignoring the most vulnerable in our state under the guise of 'protecting others'. Not only is what Oregon doing not working, it is HARMING AND HURTING children. I would like to know how you have determined that these metrics are actually keeping students safe, as they seem to be destroying Oregon's children's education, as well as greatly increasing their mental and emotional distress.

The time to change these metrics is NOW and give control back to districts who actually know what their students need and care about the children in their districts.

There are groups of thousands of parents and teachers who are organizing and planning rallies and protests (that will be done safely including masks) in the coming weeks and will continue to do so until these metrics change and districts are given back the ability to make decisions for what is best for children in their districts. We trust our local school board members. I look forward to hearing your reply and what you are doing to change these metrics and help Oregon children get back in the classroom, where they belong. This has been done safely all over our country. It is time for Oregon to stop being left behind and catch up to the rest of the nation.

Sincerely,

Enjoli Pickett

From:	Enjoli Grant
To:	StateBoard Public Email
Subject:	Call to action for our school kids!
Date:	Wednesday, October 7, 2020 1:00:04 PM

Dear Oregon State School Board Members,

I would like to start by saying I recognize and appreciate the difficult position you are in, trying to balance keeping people safe and still allowing kids the opportunity of an education. I imagine the state wide metrics for school reopening came from a desire to open schools safely and keep all safe. However, the result of these metrics is that Oregon is failing its children- they are threatening the very fabric of our children's education, their mental and emotional health, as well as increasing the equity gap faster than anything else possible could. Oregon students are very, very quickly being left behind every state in the nation. We already have the second to worse graduation rate in the country- these metrics are very quickly going to put us into the first place position- and not in a good way.

Perhaps you are unaware that Oregon has the strictest requirements for kids to return to school, and is the only state not letting any older students attend school in person-or very, very few. It is only one of 5 states that has not left the decision of schooling in person up to individual districts, but has state wide mandates. Oregon's are the most strict- despite the fact that our cases are among the lowest in the country. Oregon is failing its students and if something is not done SOON, that failure will fall directly at the feet of those who made the decision to let statewide mandates determine when kids can attend school in person. (Which are making it so hardly any students can attend school).

I don't think I need to tell you how much distance learning is failing in Oregon. Despite the endless hours teachers are putting in, children are frustrated, not learning and are completely shutting down. They are hating learning, instead of having a love for it. Some are just giving up completely. I saw a tweet from a senior in high school in Oregon- he said he had spent hours trying to do an assignment he did not understand and was so discouraged. Our suicide rate is going to SKYROCKET if we don't get teens back in school soon. They are becoming depressed and despondent. Many teens are hanging out without masks or social distancing, because they want to be with their friends and can't see them at school. It is not ok to expect teens to not see their peers- by not allowing them to attend school you are actually increasing the likelihood of 'risky' behavior and spreading the virus, not decreasing it.

Oregon needs to forgo the statewide and county metrics, and give the decision making ability back to individual districts, as was originally planned, before these metrics were put into place. Districts worked tirelessly all summer to ensure students could go back to school is a safe manner, following ODE's guidelines, and then the rug was pulled out from under them. If these metrics made any form of sense, or allowed for students to return to school, they could be understood. But they do not. It seems as though they were purposely made up under the guise of 'safety', but really, with the motivation that they would not allow students to return to school.

The first metric that needs to be changed is the >5% positivity rate state wide. We need to look no further than the wild fires to see how quickly this metric can become 'unmeasurable'. This metric is based on the testing availability of our state. I am not sure if you are aware of this, but Oregon ranks 49th of 51 states (DC is included), for tests per million. Let that sink in. We are third to LAST in the country! Yet we are using our testing capabilities as a metric for kids to return to school?! We saw with the fires how the number of tests performed directly impacted the positivity rate state wide. (Yes, I know that is being dropped for September, but it is coming back in October) In order for the >5% positivity rate to be a measurable requirement, anyone in Oregon should be able to get a test, regardless of symptoms. I have asked a group of over 1000 how easy it is to get a Covid test in Oregon. Their responses varried wildly, but what it came down to is in some counties it is easy to get a test and in others you have to be sick or have been exposed. Interestingly, those who live in counties where it is harder to get a test, also have a higher positivity rate... is it possible it's because they are only testing sick people, thus driving up the percent positive? Unless Oregon is going to quickly procure more testing and have more available, it is criminal to hold >5% positivity as a state wide or county metric for schools reopening. We will never be able to stay under 5%, unless we have adequate testing, which we do not.

The other metric that needs to be changed and is completely unfair, as well as having no actual bearing on whether or not it is safe to return to school, is the under 30 cases per 100000 or 10 cases per 100000. These metrics have

NOTHING to do with whether or not students and teachers will be safe at school. The metric does not take into account nursing home outbreaks (doesn't effect schools), workplace outbreaks, (doesn't effect schools) college kids driving up the cases, (doesn't effect schools) and prison outbreaks, (doesn't effect schools). All of these things increase the case counts for counties, making it impossible for schools to open, but have NOTHING to do with the schools!!! Under current metrics, these things will prevent our children from being able to return to school, (unless they live in a very rural district) even though they have no impact as to whether or not a school is safe for children and teachers.

Clatsop County and Lane County are perfect examples of how these are unfair and greatly damage our kids. In Clatsop County there was an outbreak at a seafood plant. Some schools in the county had planned on allowing kids to attend school in person, as they met the metrics. But now, because of a workplace outbreak that has NOTHING to do with the school, those plans have been put on hold, furthering the amount of time Oregon students will become behind and suffer. It is staggering to me how any leader can think it is ok to punish children for something they have no control over, nor would effect them or their teachers.

Lane county is another example. Because the University of Oregon is in their county, their cases are jumping. While it is great to tell college students to be careful, of course many don't care how their choices effect others. Because the cases in Lane County are increasing, due to college students in the county, in person school has been put on hold for many children in the area- these schools have plans in place to keep children and teachers safe, yet instead children are being denied an education, due to COLLEGE students. If you have decided that one generation needs to learn online, surely it would make more sense to have college kids learn online, as they are capable of it? Kindergarteners and 1st graders ARE NOT!

These are just two examples of the MANY reasons why the current metrics need to change. Schools throughout the US are only worrying about active cases WITHIN their schools. Once there are more than a certain number of positive cases in the class, or in the school, they quarantine the whole class or school for 14 days. This is allowing students an education while keeping kids and teachers safe. These are the ONLY cases that should be considered when deciding when schools can and can't open. To have districts and CHILDREN held hostage by things completely out of their control, and that don't even have a bearing as to whether or not a school can safely open is preposterous. Oregon children are being left behind the rest of the nation. Distance learning DOES NOT WORK. Especially in elementary levels, but really, at all levels.

I am a mother of 2 with a 6th grade daughter who often struggles with her ADHD. Never in my life did I imagine that the state leaders could care so little about children that they would put politics ahead of what is best for children. This is not about keeping children and teachers safe. The ODE has plans in place that would keep teachers and children safe if allowed back to school. These metrics are about politics and appeasing special interest groups (such as teachers unions) without caring that our future generation is being destroyed.

I need not tell you how completely inequitable Oregon's current path is. Students who are at risk, live below the poverty line, are ELA, or that have disabilities are getting further and further behind, while those students who come from families 'with means' are choosing private school, forming pods, or homeschooling- all of which will give their children a better education than Oregon is currently providing. I am married to a high school teacher at a low income school- I KNOW there are children being abused and/or have not even logged onto a chromebook since March. In my husbands classes, getting 60% participation from kids is considered high which is ridiculous and goes to show that kids are already giving up.

This is not equitable- in any way, shape, or form, and to pretend that distance learning can possibly bridge the inequity gap is to deny science and logic. I am pleading with you, please put politics aside and do what is best for the children of this state. It should not be about what parents want, or about what the OEA wants. This is about children and I am fed up with Oregon ignoring the most vulnerable in our state under the guise of 'protecting others'. Not only is what Oregon doing not working, it is HARMING AND HURTING children. I would like to know how you have determined that these metrics are actually keeping students safe, as they seem to be destroying Oregon's children's education, as well as greatly increasing their mental and emotional distress.

The time to change these metrics is NOW and give control back to districts who actually know what their students need and care about the children in their districts.

There are groups of thousands of parents and teachers who are organizing and planning rallies and protests (that will be done safely including masks) in the coming weeks and will continue to do so until these metrics change and districts are given back the ability to make decisions for what is best for children in their districts. We trust our local school board members. I look forward to hearing your reply and what you are doing to change these metrics and help Oregon children get back in the classroom, where they belong. This has been done safely all over our country. It is time for Oregon to stop being left behind and catch up to the rest of the nation.

Sincerely,

Enjoli Pickett

From:	Erin Hoffman
To:	StateBoard Public Email
Subject:	Public Comment: School Opening Metrics
Date:	Thursday, October 8, 2020 1:26:32 PM

Board Members,
I am writing to you as a Parent of 2 high school students that have been harmed by Oregon's response to the Covid 19 virus and as the teacher of 110+ high school students whom also have been harmed by Oregon's response to the Covid 19 virus.

I am asking you to stop harming students. Reconsider the state's metrics related to schools and consider the data that overwhelmingly shows fews outbreaks and limited cases tied to the resumption of in person learning (whether full in or limited/hybrid). Even though I am sure you've studied up, I am including the CDC reopening risk categories https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html#thresholds

If you will not reconsider at least changing the new case metric to the percent change in new cases and also eliminating the state positivity percent, at LEAST remove the limitations on districts by allowing LOCAL decisions. Most states, I believe about 43/50 have guidelines and recommendations, but we are part of the few that require districts to meet all metrics or face "consequences" (I don't even know what those consequences are, but likely tied to money because districts are not willing to rebel and make choices that are best for their community).

Students ARE suffering. K-3 students are being delayed in learning to read, and more importantly in learning to love school. Grades 4-8 are losing out on opportunities to challenge each other and learn how to get along in a world that is increasingly divisive. High School students are being robbed of friends, traditions, sports, scholarship opportunities, leadership opportunities, proms, homecomings, graduations, the list is VERY long. Suicides have already happened in my community and I can't help but wonder if things had been different if the child had been AT school instead of isolated. Drop out rates WILL sky rocket for those who struggle or need in person support (MANY of those students do not qualify for IEPs but are dependent on extra support IN PERSON).

CDL and the state metrics are absolutely NOT equitable, as seen by the numbers of private schools offering in person learning. Low income and minority students in public schools are being left behind. By adopting these metrics Oregon has stifled the creativity and genius of school districts, administrators and teachers to genuinely problem solve safe solutions for their schools. They were told to close. Then told they can only open up in specific ways meeting unreasonable seat time minutes for synchronous and asynchronous....the list goes on.

Please! Honor your educators by giving them power to make decisions and educate the children in their community. Respect parents and their right to CHOOSE what is best for their child. (I am not advocating to require in person, just allowing options.) Lastly, please uphold your duty to educate, protect and care for our children. This suffering is not necessary and it can be changed.

Thank you for the work you do, but there is still so much more that needs to be done.
Erin Hoffman
Bend, OR

From:	Ethan Hopkins
To:	curt.gill@state.or.us
Cc:	VELIZ Anthony - STBRD; WHEELER Bridgett - STBRD; SCURLOCK Jennifer - STBRD; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; COLONNA Jerome - STBRD; HOWARD Kimberly - STBD
Subject:	K-3 Reopening Metrics - My 1st Grade Daughter
Date:	Friday, October 2, 2020 7:26:22 PM

Greeting Mr Gill & Board Members,

Let me first say that I believe in science, equity, and the importance of a quality education that can be accomplished safely for all involved. More importantly I am a father of two young children, Preschool and 1st Grade. Additionally, this feedback has nothing to do with the frankly heroic efforts of teachers who, by their own statements, were ill prepared even after a summer of planning to provide Zoom learning or understanding the platforms they are being asked to be effective educate with. One day of training and "a couple days on our own to figure it out", is a pathetic disservice to our children. I don't even fault the our local district who has received very little standardized guidance for how to provide effective tools to actually educate our youngest learners.

To that end, the verdict is in and clear. Distance learning, especially for K-3 where the platforms used by even award winning districts such as West Linn / Wilsonville are a complete failure in actually providing even a modicum of basic educational value to my 1st grade daughter or other children. These platforms are clearly designed for older children who can be more self-driven and can read for themselves and understand basic language skills.

The ODE/OHA metrics for reopening elementary education are completely out of line with science, and our own neighboring states metrics. Washington state, 75 per 100,000 and California 200 per 100,000 compared to 30 per 100,000 for our youngest learners. Both those states have far worse COVID outbreaks, but are providing educational and emotional support for young learners.

My daughter, identified as an an advanced and potential TAG learner who is genuinely excited for STEM courses is constantly feeling defeated, unworthy, and isolated. She cries and doesn't understand why she can't make sense of the work. She has headaches from the required amounts of screen time. Your unrealistic and out of line metrics are ruining the most critical years of learning for my daughter and potentially setting her back for life. I would have assumed for a state struggling in the lower tiers of all states for quality of education that more care and thought would be given to these children and their futures.

The most recent news articles from 10/1/20 regarding families who are concerned for their children and the outrageous one line response from ODE writing their concerns off is unacceptable and disgusting. The callousness of the response and frankly dismissive statement from ODE is sickening and shameful.

Do your job, look at the science as you claim to be doing, and get our youngest children back to in-person class, immediately. Stop sitting on your hands and abandoning our children.

I welcome a call to calmly discuss this in a mature and meaningful way.

Regards,

~Ethan Hopkins
503-502-4669
Ethan.N.Hopkins@gmail.com

From:	Ewa Seavers
To:	GILL Colt - ODE; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; RUSSELL George - STBRD; SCURLOCK Jennifer - STBRD; WHEELER Bridgett - STBRD; VELIZ Anthony - STBRD
Subject:	Back to school
Date:	Tuesday, October 6, 2020 11:29:32 AM

Dear All,

Following the example of many other parents I wanted to write to you to address the issue of the children in Oregon not being able to learn at school.
I am a mother of a kindergartener. Distance learning doesn't work for him. He is missing on a very important part of his childhood and the longer it takes the worse consequences it will have in the future. At the moment it seems there is no consideration being given to what the lack of the possibility of going to school will do to the mental health, confidence and happiness of the children in the long term.

Give parents, teachers and students a chance and a choice. At this point everyone will be more than happy to follow any Covid regulations and precautions if it means that they can choose for their children to be at school, meet their friends and actually learn something as opposed to staring at the screen.

Our family comes from Europe and we moved to Oregon last year. It is very surprising for us that while in other countries (and some states in the US) closing of the schools is the absolute last thing they are trying to do, it is the only serious thing that is really consistently done in Oregon while the supermarkets, malls and most of the attractions etc. are open, some of them do not follow any rules apart from the masks and are full of people.

Thank you for your consideration,
Regards,
Ewa Seavers

I received this mailing list from one of the Facebook groups supporting getting children back to school.

From: Gabe Morrison
To: StateBoard Public Email
Subject: Open schools
Date: Sunday, October 11, 2020 10:29:39 AM

Hello
I would really like to put in the voice of the parents about distant learning
It is not working!!
We are failing our children
The kids hate it!
Please please bring back our schools!

If we can re-open casinos
We can re-open schools!!!!!!!!

Sarah morrison
Sent from my iPhone

From: Greg Moore
To: WHEELER Bridgett - STBRD
Subject: Please Open our Schools
Date: Tuesday, September 29, 2020 2:56:13 PM

Ms. Bridgett Wheeler,
Oregon Department of Education
Bridgett.Wheeler

Dear Ms. Wheeler,

I am the parent of two children at Bend Senior High School, in Deschutes County (Bend-Lapine School District). My 16-year old son Carson is a Junior and a full-IB diploma student, high level cross country runner, and lacrosse player. My 15-year old daughter Addison is an honor student, will be a full IB diploma student, and also runs cross country and plays lacrosse. I am distressed over what I am seeing the State of Oregon do to fail our children during this COVID-19 pandemic, and the more I have learned about this issue, it is entirely unnecessary.

We all had an excuse for not knowing what to do relative to the opening up of businesses, sports, and schools in the Spring, but it is not possible to claim we are being guided by science or recognizing real-world examples of what works and what has failed, and keeping our schools closed. No, we are now failing our youth by keeping schools closed, either consciously or through ignorance of science and knowledge. What we now know:

- *Our youth are at extremely low risk from COVID-19* – in the age-group of our kids, the IMR is at an incredibly low 0.003%And that includes those with Pre-existing conditions (PECs), when they are backed out of the mix, the rate becomes next to nil. Further, our healthy kids infection levels, when they do get infected, are so low they rarely have symptoms, and almost never have enduring negative impacts.

- *Our youth are extremely unlikely to spread the virus from school to the home*. In the revised study in South Korea, over 100 teenagers were found to only have *possibly* led to *one* new infection. The low level of viral count and lack of symptoms results in very low viral shedding. In the real world, this has shown to result in schools not representing a notable vector for viral spread…. All one has to do is look at what has happened when schools have been open in Idaho, Florida, Sweden, South Dakota, Iceland, Australia, and on and on. We are not on an island with our own virus, we should be taking advantage of the information available to us from where schools have been open.

- These are scientific facts we now know, and it is borderline criminal for the political and Education Department leaders to not recognize *this it is time to recognize what we know and develop new metrics for opening up schools* ***and*** *developing the protocols for occupancy and operations once the schools are open*.

- *Distance learning is a total failure* and an incredibly selfish demand on the youth. Every parent I have talked to has indicated how abysmal the education experience is. Personally, I am not worried about my kids, as they have developed into honors level students, exceptionally adept at self-starting and leading their own education. But I am also a coach, and I am observing those I have coached, as well as my kids' friends, and it is clear that this system is losing kids. What we are seeing is Oregon students getting left behind, falling

through the cracks, giving up on studies and sports, and leading down the wrong road.

- Keeping kids out of school is, I believe, doing *the worst harm relative to socialization*, as well as physical and mental health. What the Education Department has deprived our kids, and deprived the teachers from helping with, is leading to depression, missed domestic violence, and yes, suicide. *Last week a Bend Lava Bear senior boy committed suicide*. It is no longer a theoretical idea that depression and suicide may occur with schools closed, the policy of schools being closed may have now led to the death of a nice boy at the beginning of his life. But that is just the most extreme example, talk to any doctor, and he/she will tell you that there is a huge increase in teenage depression.

It is never too late to change course, to recognize the science, to make things better. There is no choice in this situation that will be free of any risk, or that some will not be able to benefit. Opening up the schools may result in some people getting sick, and maybe even some dying, but those losses will be dwarfed by the number hurt and lost by keeping the schools closed down. It is time for us to all stand up and act like adults that know we have to stop acting like decisions based on only one dimension of "safety" is the only answer, and instead consider all factors and change course for the benefit of not only our youth, but all of society.

And please remember, when developing the protocols for when school is back in-person, school cannot be only about the grind of academics, with no fun, no socialization, no joy. We owe it to our youth to give them back what they need.

Thank you for your consideration, and best regards,

Gregory W. Moore
Bend, Oregon.
541-480-6527
greg.agco@me.com

Gregory W. Moore, MAI
Appraisal Group of Central Oregon, LLC
AGCO - Moore Valuation, Inc.
60602 Woodside Rd.
Bend, Oregon 97702
(541) - 480-6527 / greg@agco-appraisal.com



From: Gretchen Villers
To: StateBoard Public Email; patrick.allen@dhsoha.state.or.us; dean.e.sidelinger@dhsoha.state.or.us; john.larson@oregoned.org; colt.gill@state.or.us
Subject: Let our Children Go to School
Date: Monday, October 12, 2020 7:39:04 AM

In a recent petition, authored by Sunetra Gupta of the University of Oxford, Jay Bhattacharya of Stanford University, and Martin Kulldorff of Harvard University, called the Great Barrington Declaration, it states that lockdowns are doing “irreparable damage.”

“As infectious disease epidemiologists and public health scientists, we have grave concerns about the damaging physical and mental health impacts of the prevailing COVID-19 policies, and recommend an approach we call Focused Protection,” read the petition.

“Current lockdown policies are producing devastating effects on short and long-term public health.”

As a parent and educator, I am concerned for the children in our state. Unless, there is a robust homeschool education happening or they are in an online private or charter schools, our students seem to be being largely uneducated. My sister has a daughter in PPS. She is in first grade and receives 20-30 minutes of Zoom class time a day. In first grade, a pivotal education year! This is not an anomaly. I teach in a private school, due to our current state metrics we are being forced to provide remote instruction. I started on my lessons and remote instruction strategy planning in July - on my own time. The learning curve for all of us has been enormous, just to provide what feels like a subpar quality of education.

At my son's school, we have a 98% true attendance rate (that is children actually attending Zoom lectures, not receiving an email from a teacher). The kids in our state want to be educated. They want to be able to keep up with and be competitive with their peers from other states. Yet, the reality is, they won't be. Unless the metrics change significantly, we will continue to provide little to no education. These policies are harming our minorities, our most vulnerable and our economically disadvantaged. The gap is only growing. We have to let our students go back to school.

Let each district make decisions that are best for that area. Stop allowing the teacher's unions in Portland to guide decisions for our state.

I am a teacher. I want to be in the classroom with my students. I am a parent. It

is breaking my heart to see my son, a senior in high school, sitting home alone day after day.

In Europe, students are in school. I have three former international students, all receiving in person education (masks in hallways only) daily. How will our students compete? Do the right thing, open our schools. Let our students receive the education they deserve and our tax dollars are funding.

Sincerely,

Gretchen Villers

From:	Hannah Williams
To:	StateBoard Public Email
Subject:	Public comment: CDL is not working
Date:	Monday, October 12, 2020 12:45:47 PM

To whom it may concern,
I am a mom of six kids. I am writing today in regards to our school situation. While I understand that there is a huge health pandemic, I also understand that children need to have an education. I do everything I can to help my kids with their education every year. This year has been a true struggle. The CDL system just doesn't work. The situation is stressful as well as hard to learn. I wake up everyday at 7 a.m. to wake up my kids and get them fed and dressed so they can be logged in for classes... Some start at 8 a.m. others at 8:15 and then 8:30. There are times that because of this CDL system I have had to chose to either go to work or help my kids with their education. Some of my kids have limitations with IEPs and 504s and yet all kids are given the same lessons and expectations. Even when I'm writing this I feel like it don't matter how I feel or what my struggle is. All I do know is that pandemic or not my kids deserve a education. They deserve this education to be taught to them in a stress free zone. Although I have tried really hard to make my kids learning areas stress-free it's hard. When there are internet issues and technology issues and different schedules for each one... I don't really know how to make any of this to be better all I know is that this isn't working for me! It is causing a lot of stress due to the issues of the school. Just today I couldnt get my 1st grader engaged and due to an email from a teacher I caught myself yelling at him. Now as I'm typing this I am in tears because this isn't fair to my kids! They deserve better all children deserve better.... My kiddos with special needs can't get what they need because computer telehealth don't work for them and they won't do anything in person for them... So I feel like I'm a failure as a mom.... I know I'm a good mom but this makes me feel like I am not... All because we can't have the kids get an education they deserve. An education that we got as adults. An education that is needed for our future.
Again I honestly feel like everything I have written in this email is falling on to deaf ears because I don't see it changing anything but I had to try and reach someone who cares. Hopefully that someone is you!
Warm regards,
Hannah Williams

From:	Heather Bowden
To:	stateboard.publicemail@state.or.us
Subject:	Open Our Schools!
Date:	Friday, October 2, 2020 4:48:32 PM

We are writing to you today to share our experience with Comprehensive Distance Learning, and to advocate for a change in the metrics that the state is using to decide when it is "safe enough" to return to in person school.

First, we both work full time, which has necessitated that we hire a nanny to "facilitate" online school for our kids, to the tune of $4000/month. While this is a financial strain for us, we are very privileged and fortunate enough to do it, and I cannot imagine how the children in low-income households where both parents work can possibly be navigating this.

While we truly feel like our teachers are making the very best effort that they can to teach through a screen, my children's days are a series of lagging videos, broken links, and zoom meetings that are not interactive. The rest are "do it on your own assignments" which means our nanny is working with them all day to complete things, and most days they still have work to do after dinner. Unfortunately, we find much of this to be "busy work" and seriously do not feel like they are learning much of anything (especially my younger child).

We have a 6th Grader with ADHD and a 1st Grader with Noonan's syndrome. Our ADHD son is extremely screen obsessed (like many with ADHD) and we have historically had to strictly control his access to screens. Imagine now as we hand him unfettered access to a chrome book and expect him to stay on task. When our facilitator is working with our younger child, he is watching you tube, playing online games, and messaging friends. When he does get to his assignments and online meetings, he is highly distracted, and without in-person interaction, struggles to focus on what's happening.

Our 1st grade daughter has Noonan's syndrome, which comes with learning disabilities that have not yet been obvious, but according to her doctors, 1st/2nd grade is where it becomes more apparent. Unfortunately, this is not something her teacher can even begin to evaluate in a zoom classroom. Most of her peers are already reading, and she is not even close. She struggles to sound out words and write anything at all. While our nanny helps her, she's NOT a teacher, and we definitely do not have the extra funds for that. we fear if we do not return to in-person school this year, she will start 2nd grade even farther behind. In addition, she has begun to complain of headaches at the end of most school day.

What angers and frustrates us is that this does not have to be this way. We have so many friends and family in other parts of the country whose children are back to school, full time in most instances. We wonder why we can't, when our case numbers are so far below theirs? We've recently come to understand that Oregon has some of the most restrictive metrics in the entire country, while having some of the lowest case counts and death counts in the country.

Why such strict metrics for schools, when we can go to a restaurant full of people or a mall packed with people or hang out at a casino? Where is the science that says these metrics make sense? According to the CDC, IF a person under 19 is infected with COVID, their chance of dying is 0.00003%. Those under 49 years old it's 0.0002%, and those below 70 it's 0.005%. If you are under 50, you have a higher chance of dying from the seasonal flu! We don't close for flu season every year?

I understand that COVID is contagious and can be deadly in very elderly populations, but those populations are not in school. If keeping school closed was really to protect them, everything else would also be closed. Oregon has the benefit of seeing other states safely return to school will NO upticks in cases, NO student deaths, and NO teacher deaths that can be attributed to in person school. It's time to bring our metrics in line with the rest of the nation and stop depriving our children of the education they deserve.

Online school is NOT working for our family. If the metrics do not change, and our children are not back in school soon, we will be unenrolling our children from PPS to homeschool. We know that many other families will be doing the same. If Oregon does not care about the wellbeing of our kids, or the extreme inequity that online school creates for those less fortunate, then maybe loss of funding as enrollment drops is the only way to get your attention.

Sincerely,

Heather & Tim Bowden

--

Heather Bowden

415.637.5337

From: Heather Seely Roberts
To: WHEELER Bridgett - STBRD
Subject: School
Date: Thursday, October 1, 2020 12:57:40 PM

Dear ODE,

My name is Heather Seely Roberts and I currently work at Yamhill Carlton. I have been a teacher and basketball coach for 25 years in the state of Oregon, including time as a CTE instructor. I am a mother of five children and what is happening to our children is wrong on so many levels. Our students need to be back in school immediately. The irreperable harm that this virtual model is doing to our children is criminal. IT is wrong and needs to be stopped.

I am inviting you to come spend a day with me at my job. I truly want you to come see what is going on with the students in Oregon.

I want to tell you about my day yesterday at work.

I am the dean of students at Yamhill Carlton Middle School and the boys Varsity basketball coach. Yesterday I went to do home visits to students who have not been "attending school" virtually.
Our first stop was to Student A who hasn't checked in school since the first week. We are now in week 5 of school. Who opened the door was Student B - a student and family I know well. Student A doesn't live there, she was for a while but their family has moved to a brown house on Erin Street. So I talked with Student B and his two sisters. Two of the kids have IEP's. The TV was on loud. After five minutes the great grandma from next door came over to check in on what we were doing. There Is no parent home during the day so the kids are home on their own with no help or guidance for these three children, two of which are on IEP's.

Next went to Student A's brown house, no one was there. We left a packet of materials. We don't know if Student A really lives there or not - no one has checked into the school.

Next up was Student C. He is being raised by a single mom (dad died). Older brother has dropped out. Sister is living with a friend with more stability. Two boys are still at home. House is in shambles and a mess. Mom barely cracked the door. I know mom well and she tries but the skill set is not there to educate her children. She is working and trying to keep the bills paid. Student C wasn't up yet (11 am) She can't get him up. He has struggled when school was in session and now that is virtual he has no structure or support to get him there.

Next up was Student D, he is struggling with the internet connection and hasn't been to math class in weeks. We encouraged him to email his math teacher. He didn't get on today nor did he email.

Went by Student E, no one there. Not sure if he lives there. It has been weeks since he checked in.

Student F has now left our school because she is in transitional housing (homeless) and no internet. She will now being homeschooled by a single mom that has to be at work. She was in my virtual PE class and came for about a week. I am sad to lose her as a student.

Finally Student F. Stopped by - Elderly caregivers were on the porch. Five kids under nine were running in the front yard - I went up to introduce myself (Student F is new to the middle school). F asked if I was his teacher. The five kids were all vying for my attention and wanted me to read them a book and showed me everything they could find. The principal talked to the grandparents and an aunt that came by. They said they had computers but not one of the children has logged into zoom so they haven't attended one day. We told them about free lunch. Twenty minutes the family showed up at the school to pick up free lunch. I asked F if he wanted to meet his teacher. Yes he did. I have not seen a child so excited in so long to go to a classroom. His teacher was on zoom so introduced F to everyone on zoom. He was waving and so excited. He then read me a book - it was a book with simple words. He couldn't read the word "it". He is in 4th grade and he hasn't been to one day of school. As he was walking back with me to his grandma - he told me they are moving to Oklahoma for a fresh start. His mom

wants one because of Jake - his fifth step dad!! This is a child that needs school. His second grade brother has not been on zoom either. This isn't right.

I went home and cried. Every day I come home so frustrated because the kids are not in school. This is in addition to my own two sophomore boys who are receiving an inferior education for the past six months. They are missing experiences that can be life changing. While the students in other states get to go to school and experience life. Our students continue to get left behind. And the "equity" that the government and ODE claims that is most important is a joke. The divide gets farther and farther apart. It is enough.

Get the kids back in school.
And if you want to come spend the day with me my email is seelyroberts@gmail.com. Let's set up a day and I will take you to these families and so many more

Sincerely
Heather Seely Roberts
Heather Seely Roberts
Boys Varsity Basketball – YCHS
@coachrobertsYC

“Be the change you wish to see in the world”

From:	heather
To:	MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; COLONNA Jerome - STBRD; SCURLOCK Jennifer - STBRD; colt.gill@state.or.us
Subject:	kids in school
Date:	Monday, October 5, 2020 10:41:51 AM

I a m writing on behalf of every student who is currently doing school via distance learning. It is not working for a majority of students, including those with IEP, 504 or any other disability. Let alone the students who have no support at home or are in an abusive home. School is a way for kids to get an education, have peer interaction, and for some a hot meal. I understand that COVID is still circulating, but in reality, it always will. Even with a vaccine, covid will always be around. So are we to continue denying our kids an education for something that will never go away. Keeping kids out of school is doing more harm to their mental well being, than it would be to get them in class. We have the tools to better combat this virus than we did when it first came out. We have the ability to get kids in school and have them safe. What we don't have currently is a way to make sure all kids are getting the education they deserve. Many are having issues with WIFI connectivity, the inability for students to access the services they need to thrive is also a concern.

The mission of the State Board of Education is to make sure that all equitable policies are leading to the success of every student. Currently there are several Values that are failing.

Equity= to ensure in words and actions that all students have access to the resources and supports they need to thrive in school- failing
special education students are not receiving the services they need to thrive by participating in online school. These student especially need to be in class getting the help they need. I have read multiple reports of parents of kids with disability or IEP programs that their kids are frustrated, crying, and just flat out not doing the work. How is this helping kids thrive? An exerpt from one parent: " The screen is set up to see the whole class. It is overstimulating my child, as the constant flipping of screens between the teacher and those who are talking, is like a strobe light effect. This causes him to scream, yell and throw tantrums. For a kid with autism this is a big deal, imagine yourself trying to drown out the background noise of the class and noise at home while trying to do math, all while the screen has a strobe light effect. Our children deserve better.

Innovation- Fail. currently oregon ranks 40th in education among other states. I dont think I should have to elaborate more on this. Clearly we have some work to do. I am guessing distance learning will not help.

Inclusion- failing. How are we helping those who dont have internet access. Those who cannot afford internet. How is this benefiting students who cant log on, and half to sit in a parking lot just to get WIFI? Not all school districts can afford to hand out chromebooks, or hot spot devices. So do we let those students fail? We all know the WIFI situation wasn't built to have this much capacity on all at once.

Student Centered-Fail. Distance learning is NOT in the best interest of every student. Clearly those in low income homes, minority groups, and such are suffering the most. We ended the last school year distance learning, and as much as everyone thinks it was a success it was not. many schools were not prepared, devices were not available (and still arent) for alot of students. Students were not being graded, which led many to just not care.
The mental health of our students is declining. How long will it take for those in charge of education to see that? How many students will end up depressed, committing suicide, or worse. The lack of school, sports and other extra curricular activities is what keeps alot of kids motivated for school and out of trouble. Oregon ranks 11th in suicide rates (not good). The second leading cause of death in ages 10-24 is suicide. I see this rising.

If we care about our students we should find a way to get them all back in school safely. There have been no documented cases of Covid in schools that have been operating in person. Those reported by the OHA have no validity in where they contracted the virus. For one student and no staff, or 2 staff but no students. How is this school spread?
We are denying our kids the education they deserve, and if other states can make this happen, why are we not allowing it? We have already lost students to other states that have in person, and sports offered. Kids are leaving the public school system for private schools.

To me this seems like we dont care as a state, We can do better. Our current metrics are unattainable and as soon as we do reach a metric, the goal post moves . We need better attainable metrics, for our kids. We are currently on path to have Oregon rank even lower in academics. We are currently making the possibility of college or scholarships for sports not accessible, leaving kids in other states to have more access to this.

Thank you
Heather

From: Indu Fairbanks
Subject: Our Children Deserve Better.
Date: Monday, October 12, 2020 2:03:02 PM

Good afternoon,

At the start of another new "school" week I find myself becoming increasingly discouraged with our public schools in Oregon, specifically Bend LaPine, where two of our three boys attend school. Sadly, our youngest is the only one that actually gets to go to school. He's four, and attends pre-school 3 days a week at a lovely local school in Southwest Bend. Unfortunately, it's becoming increasingly obvious that the only children that are granted some semblance of normalcy right now are those whose parents/guardians are able to pay for their children's education.

We have many friends that have either opted to send their children to private school, or to leave the public school system altogether in favor of various homeschool options. What a shame. One of the main reasons we were attracted to Bend, after moving here from Las Vegas six years ago, was the amazing school system. Sadly, I'm not so sure our state and local leaders have our children's best interests in mind anymore.

Sure, you can tell me "the cases are rising", "we haven't met the metrics", or whatever excuse you want to sling my way. But I'm not buying it, and I don't believe in these unobtainable metrics. It's time our leaders, such as yourself, spoke up and took some action. Our children all over Central Oregon (and the rest of the state), are suffering. My normally very well adjusted, highly gifted 4th grader, is suffering. He cries almost daily in frustration about having to "do school" on his iPad ALL day long, and complains that he wants to be IN school. My 6th grader, "at" Cascade, is equally frustrated. But you see, he is on an IEP - he thrives at school, in an environment where he feels supported, where his IEP supports are in place, and he has STRUCTURE. Where he's able to regularly interact with his peers outside of the home.

Thankfully my boys have a solid home life, live very comfortably, and don't really know true hardship, but I feel for all of those children that do. I can't begin to imagine what some families are dealing with. What some children are going through. Our children's mental health is at stake here and it's only getting worse. I know first hand of so many families putting their children in therapy, or worse, who've lost their children to suicide. Is COVID really more of a threat than the rapidly deteriorating emotional and mental health of our children? The evidence is mounting in article after article, study after study, first hand experiences, that there is a VERY minimal risk for our children as it relates to Covid.

If school's across the country can figure out safe, reasonable ways to open their schools - why can't we? If private schools can, why can't we? If preschools can, why can't we? I can't think of a single other business or institution that remains effectively closed besides our public schools. It's absolutely maddening, and sad, that we aren't doing better by our children. I realize some teachers may not feel comfortable or safe going back, but I know from first hand discussions, that many teachers are ready. But they feel as if their hands are tied - in an impossible situation.

I truly am concerned for the future of our children, and the state of our public education system in Oregon. My husband and I agree that if something doesn't "give" soon, if our children aren't able to get back in the classroom, changes will be made in our household.

Whether it's private school or leaving the public system for a homeschool option - we cannot continue supporting a system that clearly doesn't have our children's best interests in mind.

Sincerely,
Indu Fairbanks
Mom of a 4 year old, 9 year old (4th grader) and 11 year old (6th grader)

From: Jackie Byer
To: StateBoard Public Email
Subject: OUR KIDS DESERVE BETTER!
Date: Friday, October 2, 2020 11:43:10 AM

Hello,

Like many others, I am deeply concerned about the state of Oregon's Education. It has been said that our schools remain closed to protect our population and to make it equitable for all. How is this equitable for anyone, especially for children who don't have support at home, our younger learners (like my child), kids on IEP's who have been completely forgotten about and our lower income families.

In Oregon, for all children to return to in-class learning the following two metrics must be met: less than 10 cases per 100,000 people (in the previous 7 days), along with a test positivity rate lower than 5%.

From what I have read, Oregon ranks 49th in the country for actual testing being done. Based on research from the Oregonian, it is projected that the likelihood of finding an infection dropped from about 1 in 20 people tested, to now about 1 in 33, when given more access to testing. Yet, we continue to not pursue more testing in this state.

This is extremely concerning as it appear that the Governor of our state has basically set a metric that she controls. If she were to say, purchase more testing for Oregon, our positivity rate would then likely go down...

Oregon has the 6th lowest positivity rate in the entire country of which most of the other 44 states are Open to some degree. With a 99.96% chance of surviving, why not?

I am challenging you to REALLY **THINK** about what you are doing to our kids. Take in to consideration the long lasting mental health issues that will undoubtedly haunt this generation of learners. We are already seeing negative effects. My once smiling, energetic, loved school and happy ALL THE TIME, 1st grader, is moody, angry, pushes authority and disinterested. She thrived being around others. My heart aches knowing what she is going through and I can only imagine other kids who have less support than she has.

We NEED to come together as a community to make in-person learning work. The Virus is not going anywhere, much like the Flu. We have to learn how to live with it.

Regards,
Jackie Byer
WLWV School District Parent

502-213-0051

From:	Janica Duncan
To:	VELIZ Anthony - STBRD; WHEELER Bridgett - STBRD; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; SCURLOCK Jennifer - STBRD; COLONNA Jerome - STBRD; HOWARD Kimberly - STBD
Subject:	Metrics are inequitable, Harming children
Date:	Tuesday, September 29, 2020 9:25:24 AM

Dear Oregon State School Board Members,

I would like to start by saying I recognize and appreciate the difficult position you are in, trying to balance keeping people safe and still allowing kids the opportunity of an education. I imagine the state wide metrics for school reopening came from a desire to open schools safely and keep all safe. However, the result of these metrics is that Oregon is failing its children- they are threatening the very fabric of our children's education, their mental and emotional health, as well as increasing the equity gap faster than anything else possible could. Oregon students are very, very quickly being left behind every state in the nation. We already have the second to worse graduation rate in the country- these metrics are very quickly going to put us into the first place position- and not in a good way.

Perhaps you are unaware that Oregon has the strictest requirements for kids to return to school, and is the only state not letting any older students attend school in person-or very, very few. It is only one of 5 states that has not left the decision of schooling in person up to individual districts, but has state wide mandates. Oregon's are the most strict-despite the fact that our cases are among the lowest in the country. Oregon is failing its students and if something is not done SOON, that failure will fall directly at the feet of those who made the decision to let statewide mandates determine when kids can attend school in person. (Which are making it so hardly any students can attend school).

I don't think I need to tell you how much distance learning is failing in Oregon. Despite the endless hours teachers are putting in, children are frustrated, not learning and are completely shutting down. They are hating learning, instead of having a love for it. Some are just giving up completely. I saw a tweet from a senior in high school in Oregon- he said he had spent hours trying to do an assignment he did not understand and was so discouraged. Our suicide rate is going to SKYROCKET if we don't get teens back in school soon. They are becoming depressed and despondent. Many teens are hanging out without masks or social distancing, because they want to be with their friends and can't see them at school. It is not ok to expect teens to not see their peers- by not allowing them to attend school you are actually increasing the likelihood of 'risky' behavior and spreading the virus, not decreasing it.

Oregon needs to forgo the statewide and county metrics, and give the decision making ability back to individual districts, as was originally planned, before these metrics were put into place. Districts worked tirelessly all summer to ensure students could go back to school is a safe manner, following ODE's guidelines, and then the rug was pulled out from under them. If these metrics made any form of sense, or allowed for students to return to school, they could be understood. But they do not. It seems as though they were purposely made up under the guise of 'safety', but really, with the motivation that they would not allow students to return to school.

The first metric that needs to be changed is the >5% positivity rate state wide. We need to look no further than the wild fires to see how quickly this metric can become 'unmeasurable'. This metric is based on the testing availability of our state. I am not sure if you are aware of this, but Oregon ranks 49th of 51 states (DC is included), for tests per million. Let that sink in. We

are third to LAST in the country! Yet we are using our testing capabilities as a metric for kids to return to school?! We saw with the fires how the number of tests performed directly impacted the positivity rate state wide. (Yes, I know that is being dropped for September, but it is coming back in October) In order for the >5% positivity rate to be a measurable requirement, anyone in Oregon should be able to get a test, regardless of symptoms. I have asked a group of over 1000 how easy it is to get a Covid test in Oregon. Their responses varried wildly, but what it came down to is in some counties it is easy to get a test and in others you have to be sick or have been exposed. Interestingly, those who live in counties where it is harder to get a test, also have a higher positivity rate... is it possible it's because they are only testing sick people, thus driving up the percent positive? Unless Oregon is going to quickly procure more testing and have more available, it is criminal to hold >5% positivity as a state wide or county metric for schools reopening. We will never be able to stay under 5%, unless we have adequate testing, which we do not.

The other metric that needs to be changed and is completely unfair, as well as having no actual bearing on whether or not it is safe to return to school, is the under 30 cases per 100000 or 10 cases per 100000. These metrics have NOTHING to do with whether or not students and teachers will be safe at school. The metric does not take into account nursing home outbreaks (doesn't effect schools), workplace outbreaks, (doesn't effect schools) college kids driving up the cases, (doesn't effect schools) and prison outbreaks, (doesn't effect schools). All of these things increase the case counts for counties, making it impossible for schools to open, but have NOTHING to do with the schools!!! Under current metrics, these things will prevent our children from being able to return to school, (unless they live in a very rural district) even though they have no impact as to whether or not a school is safe for children and teachers.

Clatsop County and Lane County are perfect examples of how these are unfair and greatly damage our kids. In Clatsop County there was an outbreak at a seafood plant. Some schools in the county had planned on allowing kids to attend school in person, as they met the metrics. But now, because of a workplace outbreak that has NOTHING to do with the school, those plans have been put on hold, furthering the amount of time Oregon students will become behind and suffer. It is staggering to me how any leader can think it is ok to punish children for something they have no control over, nor would effect them or their teachers.

Lane county is another example. Because the University of Oregon is in their county, their cases are jumping. While it is great to tell college students to be careful, of course many don't care how their choices effect others. Because the cases in Lane County are increasing, due to college students in the county, in person school has been put on hold for many children in the area- these schools have plans in place to keep children and teachers safe, yet instead children are being denied an education, due to COLLEGE students. If you have decided that one generation needs to learn online, surely it would make more sense to have college kids learn online, as they are capable of it? Kindergarteners and 1st graders ARE NOT!

These are just two examples of the MANY reasons why the current metrics need to change. Schools throughout the US are only worrying about active cases WITHIN their schools. Once there are more than a certain number of positive cases in the class, or in the school, they quarantine the whole class or school for 14 days. This is allowing students an education while keeping kids and teachers safe. These are the ONLY cases that should be considered when deciding when schools can and can't open. To have districts and CHILDREN held hostage by things completely out of their control, and that don't even have a bearing as to whether or not a school can safely open is preposterous. Oregon children are being left behind the rest of the

nation. Distance learning DOES NOT WORK. Especially in elementary levels, but really, at all levels.

I am a mother of 5, and have a degree in elementary education. Never in my life did I imagine that the state leaders could care so little about children that they would put politics ahead of what is best for children. This is not about keeping children and teachers safe. The ODE has plans in place that would keep teachers and children safe if allowed back to school. These metrics are about politics and appeasing special interest groups (such as teachers unions) without caring that our future generation is being destroyed.

I need not tell you how completely inequitable Oregon's current path is. Students who are at risk, live below the poverty line, are ELA, or that have disabilities are getting further and further behind, while those students who come from families 'with means' are choosing private school, forming pods, or homeschooling- all of which will give their children a better education than Oregon is currently providing. I substitute teach at schools in Oregon- I KNOW there are children being abused and/or have not even logged onto a chromebook since March
This is not equitable- in any way, shape, or form, and to pretend that distance learning can possibly bridge the inequity gap is to deny science and logic. I am pleading with you, please put politics aside and do what is best for the children of this state. It should not be about what parents want, or about what the OEA wants. This is about children and I am fed up with Oregon ignoring the most vulnerable in our state under the guise of 'protecting others'. Not only is what Oregon doing not working, it is HARMING AND HURTING children. I would like to know how you have determined that these metrics are actually keeping students safe, as they seem to be destroying Oregon's children's education, as well as greatly increasing their mental and emotional distress.

The time to change these metrics is NOW and give control back to districts who actually know what their students need and care about the children in their districts.

There are groups of thousands of parents and teachers who are organizing and planning rallies and protests (that will be done safely) in the coming weeks and will continue to do so until these metrics change and districts are given back the ability to make decisions for what is best for children in their districts. We trust our local school board members. I look forward to hearing your reply and what you are doing to change these metrics and help Oregon children get back in the classroom, where they belong. This has been done safely all over our country. It is time for Oregon to stop being left behind and catch up to the rest of the nation.

Respectfully,
Janica Duncan

From:	Janica Duncan
To:	VELIZ Anthony - STBRD; WHEELER Bridgett - STBRD; GILL Colt - ODE; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; SCURLOCK Jennifer - STBRD; COLONNA Jerome - STBRD; HOWARD Kimberly - STBD; REP AlonsoLeon; BROWN Governor
Cc:	news@koin.com; newsroom@oregonian.com; npate@Salem.gannett.com; pat.nevin@koin.com; rich.kurz@koin.com; thedesk@katu.com
Subject:	Oregon's metrics are BY FAR the strictest in the nation for schools
Date:	Thursday, October 8, 2020 11:22:46 PM

To those who make decisions that help or harm children;

I am blessed to be in a position where I can support my 5 children in their education without having to make a monetary sacrifice. While not happy with current circumstances, my children are doing just fine. I am not writing you for them. I am writing you on behalf of the THOUSANDS of children and teenagers in this state who are NOT fine. I am writing on behalf of those who's lives you have decided it is ok to destroy or greatly harm in order to protect adults. (Who have a 99.9% survival rate) I am writing you on behalf of children who are being abused or neglected and depended on school as place they were safe. I am writing you for those who are having to figure out Distance Learning entirely on their own, because their parents either don't speak English, or are at work. I am fighting for teenagers who are suicidal due to loneliness and isolation. I am
Fighting for parents who are having to chose between paying bills or being home with their children. I am advocating for children who have learning disabilities and can't learn through a computer; for children with special needs who haven't been able to have their therapies for 8 months and are not only not progressing, but have greatly regressed. THAT is who I am writing you on behalf of. I believe in being smart and safe and balancing decisions with consequences. It seems as though Oregon set their metrics regarding school openings WITHOUT weighing the consequences of their decisions. Not only that, it seems as though Oregon leaders have decided that only adults lives matter- children are an afterthought that can be used as a means to an end.

Because of my great horror at your willingness to throw children's lives away and ignore equity that you claim you care about, I decided to break down Oregon's metrics and compare them to the other 3 states with statewide metrics, just to see how ours
compare. I thought 'maybe they aren't that unreasonable'. The results were staggering.

In New Mexico schools can open if they have less than 128 cases in 2 weeks, which means 168 cases in 3 weeks. Their metrics require under 8 cases per day for 14 days per 100,000.

If we had Hawaii's metrics, a county could open hybrid to grades k-3 if they had under 525 cases per 100,000 in 3 weeks time, (compared to 90) and open FULL TIME to ALL GRADES if we had less than 75 cases in 3 weeks, per 100,000. (Compared to 30) If an island has less than 35 cases per 10,000 for 2 weeks, schools can partially open to grades k-6. If they have less than 5 cases per 10,000 for 2 weeks, all schools and grades can open full time.

In comparing Oregon to California, a county in California can open for in person instruction if the county averages less than 7 cases a day for 2 weeks and is under 8% positivity. For grades k-6 counties can apply for a waiver if they are below 200 cases per 100,000 for 14 days. If Oregon adopted these metrics, a county could open schools to all grades if they had less than 147 cases in 3 weeks (per 100000) and grades k-6 if they had less than 300 in 3 weeks.

I have tried to give ODE, Governor Brown, and legislatures the benefit of the doubt and

believe they are trying to protect children, as they claim. But comparing our metrics to other states has made it INCREASINGLY clear that the goal has less to do with protecting children and MUCH MORE to do with appeasing the teacher's union. Because the OEA helps fund the campaigns of those who support them, as well as the Governor, it is little wonder that we have had ZERO help from our Democratic Super Majority, despite the fact that doctor after doctor, and even the CDC say schools should open and that keeping them closed greatly harms children. The names of those who are endorsed by the OEA are being spread across Facebook groups with thousands of members- all to people who are furious with the Governor's metrics and those supporting them. Also being shared are the names of those who are advocating for schools to safely open.

If you truly care about the well being of children in this state, each of you will advocate for metrics that are based on science and logic- not on metrics that are designed to appease special interest groups and keep children out of school. The people of this state are not as foolish as leaders seem to want to think. It is clear what has happened, and unless metrics are quickly changed to more realistic measures (such as dropping the state wide metric and county case count and ONLY using county or district percentages as a metric), it will become even more clear (weeks before an election) how little you care. To those few who have been advocating for children and have tried to reject these metrics, I thank you and wish you much luck in continuing to advocate for the most vulnerable of our population.

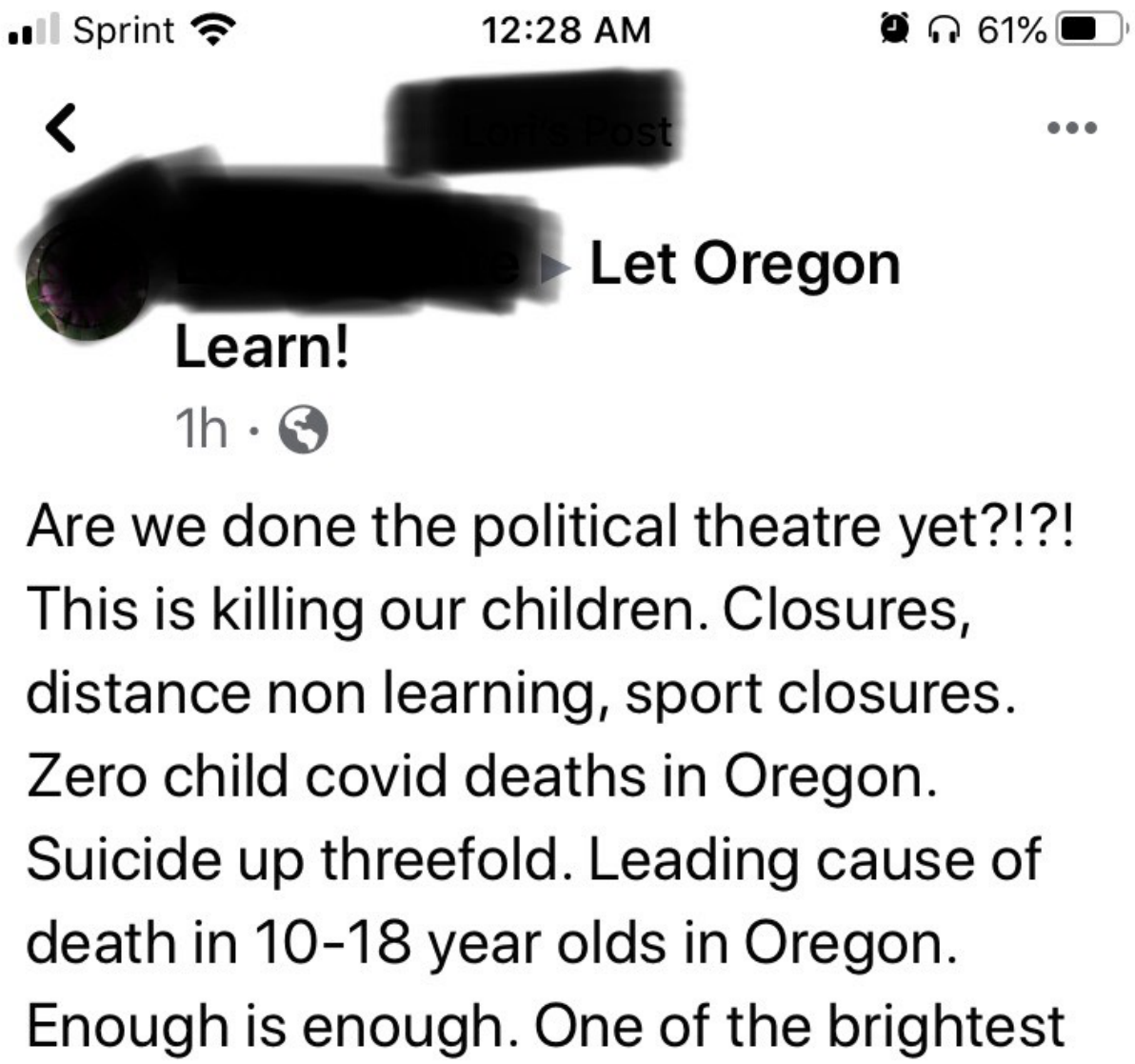
Respectfully,
Janica Duncan

B.S. Elementary Education
Licensed Substitute Teacher
Founder of Let Oregon Learn
Children's Advocate

From:	Janica Duncan
To:	VELIZ Anthony - STBRD; WHEELER Bridgett - STBRD; GILL Colt - ODE; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; SCURLOCK Jennifer - STBRD; COLONNA Jerome - STBRD; HOWARD Kimberly - STBD; REP AlonsoLeon; BROWN Governor
Subject:	Zero deaths from Covid- unless you count suicide
Date:	Friday, October 9, 2020 12:41:37 AM

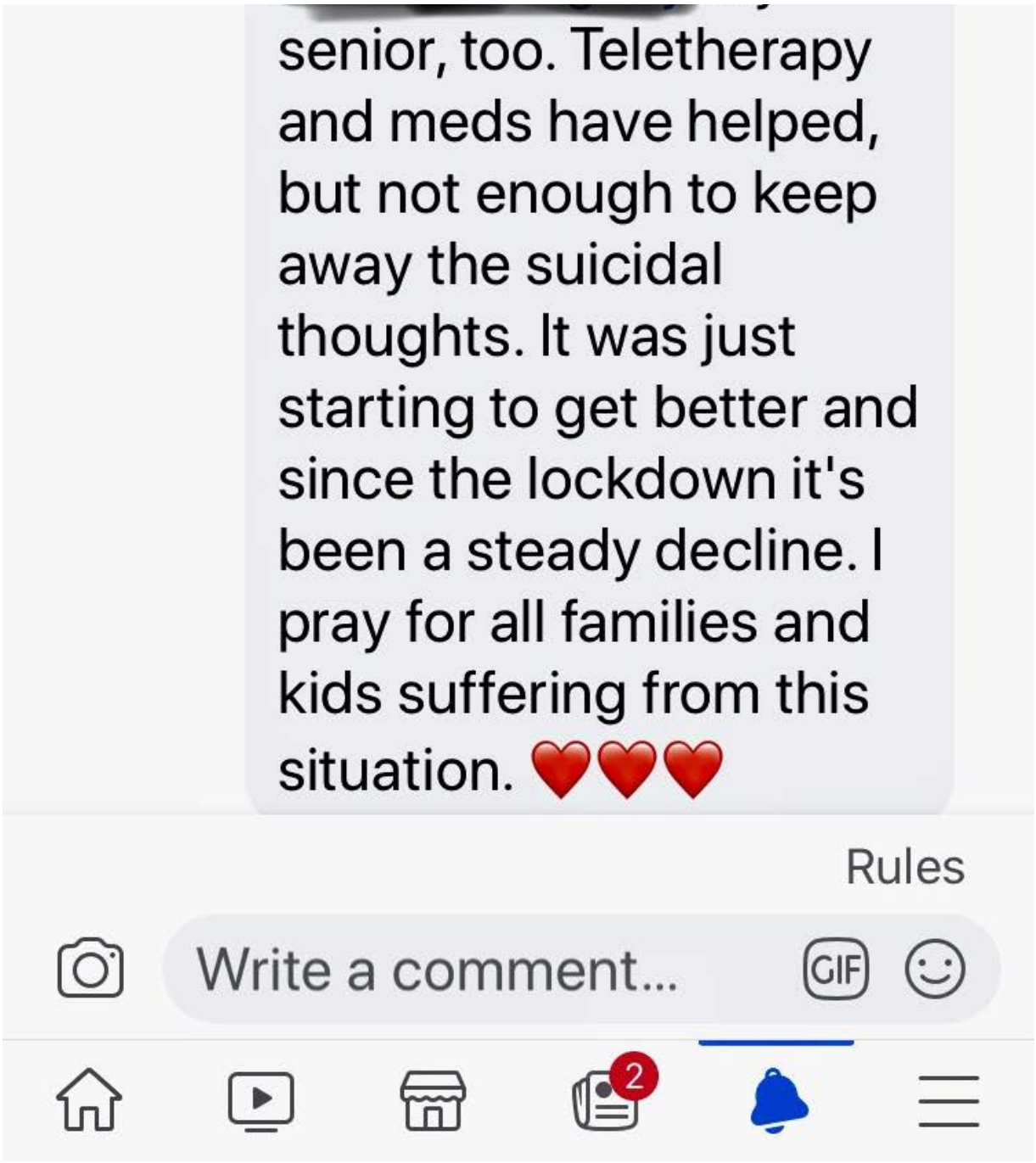
Are you listening, yet? Are you willing to continue to have the deaths of Oregon youth on your hands? These comments were posted TODAY on Let Oregon Learn. Are the demands of OEA worth this? Teachers are not likely to die if schools open, but teens ARE going to keep dying if they stay closed. Do what is right and do what is best for the CHILDREN of this state- not what special interest groups tell you. I keep seeing people who are advocating for school closures say ‘it’s not worth even one death to open’. I would argue ‘it’s not worth even one death to stay closed’.

Respectfully,
Janica Duncan



lights, a leader among his peers, and great friend to my boys killed himself here in Beaverton. A sophomore. Enough!!!!! Time to be loud!




senior, too. Teletherapy and meds have helped, but not enough to keep away the suicidal thoughts. It was just starting to get better and since the lockdown it's been a steady decline. I pray for all families and kids suffering from this situation. ❤️❤️❤️
Rules
Write a comment...
GIF
2

From:	Janica Duncan
To:	StateBoard Public Email
Subject:	Public Comment
Date:	Monday, October 12, 2020 12:40:07 PM

Would you explain to my 3 teenagers why the casinos can be full, but they cannot attend school? Thanks so much!

Janica Duncan

Sent from my iPhone

From:	jazlyn halberstadt
To:	StateBoard Public Email
Subject:	Public Comment: Metrics
Date:	Wednesday, October 7, 2020 2:50:17 PM

To the Oregon State Board of Public Education,

I write to you as a concerned citizen and a public school teacher. Our COVID-19 case numbers in our state are increasing every day. Our leaders need to continue to protect students, staff, and citizens by holding firm on the current re-opening metrics. This is not the time to reevaluate our metrics and make it easier for schools to reopen based on public pressure.

I understand that CDL is not the most equitable education system, as an ELD teacher myself, I see how my students struggle in this format. But on the other hand, my students (primarily Latinx students) are also a large part of the population who have lasting consequences from COVID-19 (they are more likely to die or suffer from debilitating side-effects). My student population faces barriers to health care, not just a digitalized education. When weighing these two disparities, I would rather my students and their families LIVE and survive, and I will do my best to help them with tech equity as much as I can. Saying we need to open in-person schools because it is an equity issue needs to be weighed against the equity issue of access to health care, and who is really suffering and dying from COVID-19. When we talk about protecting our most vulnerable students, we need to focus on our current situation, and context of "vulnerable", right now that means protecting them from a health crisis with immeasurable effects.

Additionally, I think you should know that not all my EL students are struggling with distance learning. I have many who are happily attending live class sessions every day, turning-in assignments, and building relationships with their teachers and peers. As a teacher, this format is HARD-work, but we need the time to master CDL. If you give teachers a chance, we can do CDL, and do it well-but we need time to do it. Lowering our metrics and bringing us in to hybrid learning before it is safe will only create more problems. Teachers will then be faced with deciding between their own health and their job. They will be deciding which "cohort" to focus on...the one in-person or the one attending virtually that day. We will have to plan for our own absences, knowing that one fever will set us out of the classroom for 10 days. I know personally, I only have 26 sick days, since I am a newer teacher. This means I can be paid for about 2.5 illnesses this year. You all get to decide when we return to in-person learning, please make this decision by following the SCIENCE and data, and not ego: public perceptions, image, and pressure from our larger government.

Thank you for your time and consideration,
Jaz Halberstadt

From:	Jennifer New
To:	StateBoard Public Email
Subject:	Public Comment: Reopening schools is a moral obligation
Date:	Sunday, October 11, 2020 6:48:22 PM

More and more data comes to light daily showing that kids and schools are not causing increased community spread, yet Oregon continues to abide by its draconian, unachievable school reopening measures.

Are you reviewing how CDL is going? Have you looked at the attendance records and the success rates of those who are attending? As the parent of an 11yo middle schooler in Portland, I hope you have and more clearly understand that kids are falling behind, the school districts and teachers are suffering possibly irreparable reputational harm at your hands.

How long will you be able to say it's the virus and that you follow science when you no longer do?

Do your moral obligation and get our schools reopened. You do not have the justification to keep them closed any longer.

From: Jennifer Patton
To: StateBoard Public Email
Subject: Public comment: opinion
Date: Friday, October 2, 2020 11:46:19 AM

Please open the schools. I think the kids are suffering and education is suffering. It seems unfair that the only people I know that are in school are in private school. Or, out of state. It seems that if they keep their social distance rules, teachers and staff should be no more at risk than other people that are doing their jobs every day, like grocery store workers, bankers, bus drivers, etc. and teachers and staff would see the same group of people every day instead of a continually rotating group of people, so they are actually probably safer than the average worker. Oregon's numbers are so low compared to the rest of the country, and the rest of the country is sending their kids back to school and to sports. I think there should definitely be an option for at home learning for people that don't feel comfortable with in person learning. Or that kids can sign onto if they feel sick so they don't have to bring her germs to school. I know they are doing the best they can with the online option, but it is not the same as in person learning.

From: Jenny
To: StateBoard Public Email
Subject: Oregon kids deserve a choice!
Date: Sunday, October 11, 2020 8:59:51 PM

All
Please explain how Oregon can mandate kids stay out of schools By establishing stringent Unobtainable metrics. You can not even compare your metrics to Washington which mr Gill continues to do to try and justify what is happening to our poor sweet kids in Oregon. We should be aligned with the rest of the US so that our kids get the same education as the rest of country. I'm from Indiana and I am certainly sad we are not there so my Child can enjoy school with her friends even in a mask.
Please revise these metrics. I feel like we are being controlled by an unfair dictator here in Oregon and it makes me and my children and community sad.
Best
Jennifer Wallace
Bend , Oregon

From: Jessi Sigander
To: StateBoard Public Email
Subject: Please let private schools open
Date: Wednesday, October 7, 2020 1:47:29 PM

To Whom It May Concern;
I am writing on behalf of parents who send their kids to private schools for many different reasons. Please allow these small private schools to open and not have to meet the metric rates in their county too reopen. Private schools have lost students and revenue as a direct result of being held to the same standards as large public schools, and yet there is no federal funding to help keep them afloat. Oregon is one of the only states in all of the country to shut down both private schools along with public. Private schools in Washington and California have been allowed the opportunity to open as long as they could follow the safe school guidelines when doing so, it should be the same in Oregon.
Thank you,
Jessi Sigander

From:	Jessica Stockel
To:	StateBoard Public Email
Subject:	Public Comment: CDL is literally a joke
Date:	Sunday, October 11, 2020 6:57:17 PM

It’s crazy that kids aren’t back in school and yet bars/restaurants/events are open. Teachers unions are whining and yet expect EVERYONE else to do their job in person. It’s a joke, CDL doesn’t work, and the whole thing is for political gain.

Sent from my iPhone

From:	JK Edmonds
To:	GILL Colt - ODE; Nik.Blosser@oregon.gov; PELT Candace - ODE; READ Tobias; VELIZ Anthony - STBRD; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; SCURLOCK Jennifer - STBRD; kyllo_paul@salkeiz.k12.or.us; lindsey.capps@state.or.us; hilda.rosselli@state.or.us; elizabeth.castillo-lopez@state.or.us; REP Doherty; REP AlonsoLeon; REP Helt; REP Hernandez; REP Neron; REP Reardon; REP Reschke; REP Sollman; REP Wallan
Subject:	Remote Education is simply not working
Date:	Monday, October 12, 2020 8:41:05 AM

Too many technology disruptions and the content simply cannot replace in-person education. Please put the emphasis where it needs to be, on getting our education back to where it needs to be. I realize there is risk, but COVID will continue to spread whether we like it or not, and the vast majority have minor and non-permanent symptoms. As living humans, there is a risk of death in everything we do, and ultimately, we all get to experience it. I'm all for being reasonable, but we are far from being reasonable in this state right now regarding COVID.

Let's do a temperature check when students enter the building. Slow, yes, but will it help? Probably. At least it is better than nothing. If we can have Walmart open, we can certainly have schools open...

My 6th grade daughter's classes freeze multiple times during session, sometimes she can't even reconnect. It's beyond ridiculous...

-Jonathan Edmonds

From: Jonnie Whitcomb
To: StateBoard Public Email
Subject: Allow choice
Date: Wednesday, October 7, 2020 9:06:19 AM

Allow parents and teachers to choose if they are ready to go back into schools. Our district has said teachers cannot choose, they have to do all or nothing. I think you could change that and let all teachers choose.
Thank you
Jonnie
Parent of a first grader in Bend.

Sent from my iPhone

From: Julie Daniels
To: StateBoard Public Email
Subject: Public Comment
Date: Thursday, October 8, 2020 1:42:27 PM

I would like to submit the letter below as a public comment for the next scheduled State Board of Education meeting.

I am trying to understand why Oregon's K-12 students, and families, have become the absolute last priority when it comes to reopening our state. Bars, restaurants, salons, gyms… they are all open. The Governor recently approved Pac-12 football to resume this fall. I work for an Oregon university and we have welcomed students back to our campus. Daycares are fully operational. Yet our K-12 students have been home for over six months, with no end in sight, and have missed valuable learning and growth.

Distance learning is not working for our children. I have a first grader and a sixth grader in the Klamath Falls City School District. My six-year-old's little hands cannot navigate his Chrome Book and he cries from frustration every day. His "live class time" consistently has technical difficulties and every day it becomes harder for him and his classmates to focus. They are six years old; we cannot expect them to focus for hours in front of a computer. My sixth grader has always been an amazing student and at the top of his class, but he withdraws more from school and cares about his learning less with each week that passes. The children in Oregon are not getting the education they deserve, and are falling further behind every week they are barred from in-person learning. Oregon already ranked towards the bottom of the nation when it came to the education our children receive, and I have no doubt we could be last by the end of this. It is heartbreaking watching our children struggle like this.

The state says it cares about equity, but do you even understand what is happening in our state? There are parents forming co-ops of the top students from schools and hiring private tutors. The families who have the time and financial resources are giving their children a huge advantage over our most at-risk youth. All the state is doing is creating an even larger education gap between those "have" and "have not" students. Some children will fall so far behind that they will have no hope of catching up to their peers.

I fear the most for children who do not have a stable home life and parents to guide them through this difficult time. There are children in our communities who are suffering physical and mental abuse at home. School was one of their only safe spaces. The American Academy of Pediatrics has issued their guidance, saying the importance of in-person learning is well documented and "lengthy time away from school and associated interruption of supportive services" can result in social isolation, learning deficits, childhood depression, and a "substantial impact" on beneficial physical activity and in-school meals for those kids who need them.

My husband and I both work outside the home and we are reaching our breaking point. It feels like I will soon need to choose between my children's education and my career. The burden of this situation is falling disproportionally on women and we are DROWNING with no relief or help in sight. I cannot continue to do my job effectively and educate my children, and it is unfair to make me

choose.

Klamath County had very low numbers for weeks and we were set to at least have K-3 students return to in-classroom instruction. We had an increase in numbers and now my 1st grader will not be permitted to return to in classroom instruction. We told him this and he immediately burst into tears. I wish that those of you at the state level, who actually make these decisions for our children, could have been there to see the pain and disappointment on his face.

I was recently sent a flyer for a temporary childcare co-op in our county. Students will have access to wi-fi and "basic assistance" with their schoolwork. My family will not choose this option because my children's' education is far too important to leave to a stranger with no background in education. And please explain to me why the state will permit me to pay $260 a week to send my children to a co-op where they will be in contact with many other children, but they cannot return to their school buildings? Our district had a solid plan of an am/pm model, with only half of the students in the building at any one time, before you updated the reopening metrics. Just because something is labelled as a "daycare" and not a "school" they have completely different rules, and this is so unfair.

Please explain to me why the majority of life in Oregon is moving forward, but our K-12 children are suffering the brunt of this situation. The metric of 10 cases per 100,000 residents for three weeks is completely unreasonable. The dangers of COVID-19 do not justify sacrificing an entire generation of Oregon children – their education, mental health, and future.

If I can shop at the grocery store with 100 other shoppers or have happy hour drinks with my friends, then there is no reason our K-12 students cannot return to school with accommodations in place. I invite you to come to my house and see what distance learning really looks like, and how much families are truly struggling. You are failing our children, and our families.

Julie Daniels
863 West View Drive
Klamath Falls, OR 97603

Sent from my iPhone

From:	Julie Motschenbacher
To:	RUSSELL George - STBRD
Subject:	The Children of Oregon
Date:	Wednesday, September 30, 2020 5:07:49 PM

Dear Mr. Russell,

Who do we value? What do we value? The young? The old? The sick? The poor? I strongly believe Black Lives Matter. Our children matter. That is why I am so passionate that children kindergarten to twelfth grade need to be back to in-person school. Disadvantaged children are being left behind! The privileged white are hiring private teachers or sending their kids to athletic clubs for an entire day. The average age of someone dying of Covid in the State of Oregon is 77.

My family has no financial concerns, no housing concerns, no food insecurity (we are absolutely privileged) and my children are struggling with on-line school. It is not an acceptable education for children. While we need our state to have more diversity and equality, we are moving in the opposite direction. Single parents, working parents, and even stay at home moms like myself, are not able to provide the support that children need in the current situation. I am scared for children in abusive homes that have no where to escape.

Is it safe to go back to the school classrooms? While some families may choose to do on-line school for personal reasons, our state can open responsibly for the other children. There have been many opportunities for children occurring all summer long and they have been extremely successful. I would argue that nearly every capacity of our state is open including restaurants, bars, strip clubs, liquor stores, day care, hair salons, nail shops, athletic clubs, malls, and grocery stores. But, our classrooms remain closed. Schools are essential for children, and should be our very first priority. It is the responsibility of the Oregon State School Board and Governor Kate Brown to ensure that our children are receiving a quality education.

The CDC recommends children be in school. The American Academy of Pediatrics recommends children be in school. My personal pediatrician said, “It is critical for some children’s very lives to be in school.” I believe it is dangerous for many children to be home alone day after day. Yes, we will have cases of COVID. Children though have been resilient and have had very few complications from COVID. Persons of high risk can absolutely continue on-line for both teachers and students.

The time to open our schools is NOW! Our children have sacrificed enough. Please consider changing the metrics or withdrawing them completely. My three children all are desperate to go back to in-person learning. The long days in front of a screen are causing mental and physical distress.

Thank you for reading and for your service to our state.

Sincerely,

Julie Motschenbacher
Mother to Luke (Senior), Gabriel (Freshman), and Rachel (7th grade)

MEDICINE AND SOCIETY

Debra Malina, Ph.D., *Editor*

Reopening Primary Schools during the Pandemic

Meira Levinson, D.Phil., Muge Cevik, M.D., and Marc Lipsitch, D.Phil.

For the past 6 months, policymakers and the U.S. public have weighed economic against public health considerations in debating what limits to set on individual and collective behaviors in attempting to control the Covid-19 pandemic. As fall approaches, attention has turned to a third pillar of a pandemic-resilient society: schools.[1] Under ordinary circumstances, about 40 million children would be entering prekindergarten through 8th-grade classrooms this year, including nearly 27 million students in grades pre-K through 5.[2,3] Until these children physically return to school full time, many will lose out on essential educational, social, and developmental benefits; neither the economy nor the health care system will be able to return to full strength given parents' caretaking responsibilities[4]; and profound racial and socioeconomic injustices will be further exacerbated.[5] We believe that safely reopening schools full-time for all elementary school children should therefore be a top national priority.

Many parents and educators are reasonably concerned, however, about whether any large-scale reopening plan can ensure safety for students, school staff, and household members, given high levels of community transmission in many U.S. regions.[6] Contagion is a particular concern in schools that serve predominantly low-income communities of color, given that such schools are often overcrowded and understaffed and that the families whose children attend them are at especially high risk from Covid-19.[7-10] It would be best — and evidence from many countries demonstrates that it's possible — to lower community transmission rates by means of stringent control measures this summer so that schools can reopen this fall with an acceptable level of safety.[11] Even under conditions of moderate transmission (<10 cases per 100,000 people),[12] however, we believe that primary schools should be recognized as essential services — and school personnel as essential workers — and that school reopening plans should be developed and financed accordingly. (We also believe that fully reopening schools for middle and high school students should be a national priority, but given the more challenging transmission dynamics at older ages, we confine ourselves here to elementary schools.)

WHY IN-PERSON SCHOOLING MATTERS

Children miss out on essential academic and social–emotional learning, formative relationships with peers and adults, opportunities for play, and other developmental necessities when they are kept at home. Children living in poverty, children of color, English language learners, children with diagnosed disabilities, and young children face especially severe losses.[1,13]

Moreover, schools provide numerous additional in-person benefits. School-provided social welfare services support the health of U.S. communities made vulnerable by systemic racism, inadequate insurance, family instability, environmental toxicity, and poorly paid jobs.[1] More than 50% of all U.S. school-age children rely on their schools for free or reduced-price daily meals. Despite efforts by school districts to maintain these services even when school was conducted remotely, a majority of children have been unable to access the full nutritional benefits to which they're entitled.[5] Schools also provide physical, mental health, and therapeutic services to millions of students per year. Many of these services have proved inaccessible to children — particularly low-income children of color and children with noncitizen family members — when schools are physically closed.[1] Finally, safe and consis-

The New England Journal of Medicine
Downloaded from nejm.org at Oregon Health & Science University Library on August 4, 2020. For personal use only. No other uses without permission.
Copyright © 2020 Massachusetts Medical Society. All rights reserved.

tently open schools are essential for many parents and guardians (particularly women) to be able to reenter the workforce — including the health care sector.[4,14]

In light of these concerns, some school districts are developing hybrid learning plans for the fall that would bring alternating groups of students back into school buildings under conditions of strict social distancing.[15] Although some in-person schooling is preferable to none, for primary schools in particular these plans may achieve few gains over completely remote learning. Millions of children will remain excluded from learning on the days when they're assigned to virtual school, owing to digital access challenges, developmental inappropriateness, or lack of real-time adult support.[16] Such plans also fail to solve child-care challenges, since children will still be out of school for substantial periods. These challenges may be particularly acute for educators who are parents themselves, for other workers who lack flexibility in determining when or where they work, and for parents with multiple children on misaligned attendance schedules.

Furthermore, even when they are in the building, teachers may struggle to teach and students may struggle to learn under rigorous social distancing conditions. Young children cannot reliably maintain physical distance, and teachers cannot simultaneously enforce distancing and teach. In-person classes that require students to look straight ahead and work independently (as many proposals for distanced classrooms recommend) violate evidence-based good teaching practices.[17] High-quality learning is inherently relational and social, not individual and teacher-centered. Teachers also rely on physical proximity to build positive relationships with students and manage their classrooms; such tasks may be impossible if teachers are rigidly separated from students.

We therefore need to prioritize both the complete physical reopening of schools and safety protocols that are aligned with children's developmental needs and teachers' pedagogical and supervisory capacities.

CLINICAL AND EPIDEMIOLOGIC PERSPECTIVES

From a clinical standpoint, most children 1 to 18 years old experience mild or no illness from Covid-19 and are much less likely than adults to face severe consequences from the infection.[18] Although a small number of children worldwide have been hospitalized with multisystem inflammatory syndrome in children (MIS-C) after SARS-CoV-2 infection, so far this appears to be a rare syndrome (affecting a reported 2 per 100,000 people under 21 years of age between March 1 and May 10, 2020[19]), and with early recognition and treatment, clinical outcomes in the short term have been good.[19-21] In contrast, adults, especially those who are over 60 or have underlying health conditions, are at higher risk for severe illness, hospitalization, and poor outcomes.[18]

Limited emerging evidence suggests that susceptibility to infection also generally increases with age.[22] Given the same exposure to infected household members, children under the age of 10 seem to become infected less frequently than adults and older adolescents; studies of both household and community transmission find that children 9 or younger are also less susceptible than 10-to-14-year-olds.[22,] At the other end of the spectrum, adults over 60 have higher susceptibility to infection even than middle-aged adults.[22]

Age-related differences in infectivity are less clear. Findings from a few contact-tracing studies suggest that children may be less infectious than adults,[22] but the strength of this evidence is weak and some of the relevant studies were conducted when schools were closed. A recent study from South Korea of both household and nonhousehold contacts suggests that infected children under 10 years of age are less contagious than infected adults.[23] The direction of transmission was not rigorously documented in the study, however, and even young children can probably still transmit the virus to others.

EVIDENCE FROM THE FIELD

These findings align with data on school and community transmission from countries that have reopened schools (or never closed them). Covid-19 outbreaks in high schools in France, Israel, and New Zealand did not extend to nearby elementary schools, which suggests that susceptibility, infectiousness, or both are lower among younger children. When schools in the Netherlands opened in April, they cut class sizes in half but did not enforce distancing among

The New England Journal of Medicine
Downloaded from nejm.org at Oregon Health & Science University Library on August 4, 2020. For personal use only. No other uses without permission.
Copyright © 2020 Massachusetts Medical Society. All rights reserved.

students younger than 12 — a loosening of restrictions that has now been extended to everyone under 17.[11] Primary schools in the Netherlands returned to full capacity and full-day teaching in early June. Though both staff and children who are high-risk or have high-risk family members have been exempted from returning to school in person, most children and educators have returned and the case rate has thus far remained flat.

Case numbers have continued to decrease in Denmark, which reopened elementary schools in April and middle and high schools in May, albeit under strict social distancing rules. Nor have school reopenings led to increased case counts in Finland, Belgium, Austria, Taiwan, or Singapore, although, again, schools in these countries have taken substantial extra precautions and are only slowly lifting restrictions on activities and group size. Israel offers a cautionary counterexample, since a recent case resurgence there may be linked to early high school reopenings in May, with crowded classrooms and minimal precautions in place; a clear causal role for schools in this resurgence, however, has not been demonstrated.[11]

Notably, most locations (except Israel) whose schools are open had already achieved low community transmission rates (<1 new case per day per 100,000 people) and have remained focused on maintaining population-level infection control.[24] Scotland, for instance, is planning for all students' full-time return to classes in August, conditional on infection rates remaining sufficiently low, public health and testing systems being in place, and protective measures and risk assessments being implemented in schools. Taiwan successfully kept schools open throughout the pandemic by keeping infection rates at negligible levels, and the Netherlands has been successful with no masking or social distancing among children, presumably partly because of low community transmission rates.[11]

IMPLICATIONS FOR U.S. POLICY

The safest way to open schools fully is to reduce or eliminate community transmission while ramping up testing and surveillance. Adults would need to maintain social distance from each other and engage in other measures to reduce adult-to-adult transmission: for example, wearing personal protective equipment (PPE), closing school buildings to all nonstaff adults, and holding digital faculty meetings. These precautions are especially important insofar as 17.5% of teachers are 55 or older.[25] But we believe that schools in low-transmission settings could probably provide pedagogically sound and socioemotionally appropriate instruction to all students, in person, in ways that do not put educators or families at undue risk.[26]

Any region experiencing moderate, high, or increasing levels of community transmission should do everything possible to lower transmission. The path to low transmission in other countries has included adherence to stringent community control measures — including closure of nonessential indoor work and recreational spaces.[11] Such measures along with universal mask wearing must be implemented now in the United States if we are to bring case numbers down to safe levels for elementary schools to reopen this fall nationwide.

Epidemiologic evidence suggests that death rates can be lowered by 90% within 9 to 11 weeks after stringent control measures begin (see the Supplementary Appendix, available with the full text of this article at NEJM.org). Given the lag between new infections and deaths, an equivalent effect on new infections should be apparent in less than 2 months. If such measures were adopted now, transmission in many states could probably be reduced to safe levels for mid-September or early-October school reopenings. Many school districts would be able to open even sooner — although large improvements in testing volume and speed of reporting would be needed to enable appropriate levels of community surveillance.

Districts and states that refuse to implement these essential public health measures, on the other hand, face a profound social and moral dilemma: namely, how to weigh the known risks to children, families, and society of closing school buildings or operating at reduced capacity against the unknown risks (especially to school personnel and to educators' and children's household members) of opening schools when the virus is still circulating at moderate or high levels.[27,28] This dilemma is exacerbated by school segregation and racial and class injustice: reopening schools that serve poorer and predominantly minority populations poses the greatest

The New England Journal of Medicine
Downloaded from nejm.org at Oregon Health & Science University Library on August 4, 2020. For personal use only. No other uses without permission.
Copyright © 2020 Massachusetts Medical Society. All rights reserved.

risk to families' and educators' safety — but their ongoing closure also imposes the greatest harms on children and families.[14]

Many families — particularly those with medically vulnerable household members — will choose to keep their children home under these circumstances regardless of whether schools are physically open.[29] We understand this risk calculus. Remote teaching and other school services (including meal provision and medical and therapeutic services) should be available to all families who choose this option, with designated educators being responsible solely for remote teaching.

But educators and other school personnel cannot necessarily dictate the place or terms of their employment, even (perhaps especially) when the social compact has broken down. It is tragic that the United States has chosen a path necessitating a trade-off between risks to educators and harms to students, given other countries' success in reducing transmission and opening schools with routine control measures in place. This dilemma represents a social and policy failure, not a medical or scientific necessity.

Nonetheless, we would argue that primary schools are essential — more like grocery stores, doctors' offices, and food manufacturers than like retail establishments, movie theaters, and bars. Like all essential workers, teachers and other school personnel deserve substantial protections, as well as hazard pay. Remote working accommodations should be made if possible for staff members who are over 60 or have underlying health conditions.[5,18] Adults who work in school buildings (or drive school buses) should be provided with PPE, and both students and staff should participate in routine pooled testing.[30]

Schools' social and physical infrastructure will also need to be modified. Students and teachers may need to eat lunch in their classrooms, and staff rooms may need to be closed to discourage adult congregation.[31] Crowded buildings or open-plan layouts may make it impossible for adults to maintain distance from one another[32]; in such cases, schools may benefit from spreading out or relocating to local middle or high schools, unused college classrooms, community centers, houses of worship, or businesses whose employees are working remotely.[11,12] Such shifts will not be easy. Spaces and furniture will need to be retrofitted for younger children; kindergartners will need easy access to appropriate bathroom facilities; and schedules may need to be redesigned to accommodate special-education providers and specialty teachers so they can access children and classrooms at appropriate times.

Even if schools can make creative short-term use of additional space, thousands of schools — particularly those serving low-income students of color — will require significant federally funded upgrades to improve ventilation, sanitation, nurse's offices, and hand-washing and bathroom facilities.[33] These improvements have long been needed regardless of Covid-19; they are essential investments in educational equity and opportunity.

CONCLUSIONS

Whether (and how) to reopen primary schools is not just a scientific and technocratic question. It is also an emotional and moral one. Our sense of responsibility toward children — at the very least, to protect them from the vicissitudes of life, including the poor decision making of adults who allow deadly infections to spiral out of control — is core to our humanity. Our expectations of school personnel are equally emotionally and morally fraught. It is not incidental that the majority of primary school teachers are undercompensated women who are expected to sacrifice themselves "for the sake of the children." School closures have also brought social, economic, and racial injustice into sharp relief, with historically marginalized children and families — and the educators who serve them — suffering the most and being offered the least. For all these reasons, decisions about school reopenings will remain complex and contested.

But the fundamental argument that children, families, educators, and society deserve to have safe and reliable primary schools should not be controversial. If we all agree on that principle, then it is inexcusable to open nonessential services for adults this summer if it forces students to remain at home even part-time this fall.

Disclosure forms provided by the authors are available at NEJM.org.

We thank Benjamin Kesselman for efficient research assistance and David Fisman, Rose Levine, and Jacob Fay for feedback on an earlier draft.

From the Harvard Graduate School of Education, Cambridge (M. Levinson), and the Center for Communicable Disease Dynamics, Department of Epidemiology, Harvard T.H. Chan School

The New England Journal of Medicine
Downloaded from nejm.org at Oregon Health & Science University Library on August 4, 2020. For personal use only. No other uses without permission.
Copyright © 2020 Massachusetts Medical Society. All rights reserved.

of Public Health, Boston (M. Lipsitch) — both in Massachusetts; and the Division of Infection and Global Health Research, School of Medicine, University of St. Andrews, Fife, United Kingdom (M.C.).

This article was published on July 29, 2020, at NEJM.org.

1. Fay J, Levinson M, Stevens A, Brighouse H, Geron T. Schools during the COVID-19 pandemic: sites and sources of community resilience. White paper 20. Cambridge, MA: Edmond J. Safra Center for Ethics at Harvard University, June 11, 2020 (https://ethics.harvard.edu/files/center-for-ethics/files/20schoolsduringpandemic2.pdf).
2. National Center for Educational Statistics. Enrollment in public elementary and secondary schools, by level and grade: Selected years, fall 1980 through fall 2028. 2018 (https://nces.ed.gov/programs/digest/d18/tables/dt18_203.10.asp).
3. National Center for Educational Statistics. Private elementary and secondary school enrollment, percentage distribution of private school enrollment, and private enrollment as a percentage of total enrollment in public and private schools, by school orientation and grade: selected years, fall 1999 through fall 2015. 2018 (https://nces.ed.gov/programs/digest/d18/tables/dt18_205.15.asp).
4. Novoa C, Jessen-Howard S. The U.S. Coronavirus response must meet health workers' child care needs. Washington, DC: Center for American Progress, March 24, 2020 (https://www.americanprogress.org/issues/early-childhood/news/2020/03/24/482086/u-s-coronavirus-response-must-meet-health-workers-child-care-needs/).
5. Levinson M. Educational ethics during a pandemic. White paper 17. Cambridge, MA: Edmond J. Safra Center for Ethics at Harvard University, May 16, 2020 (https://ethics.harvard.edu/files/center-for-ethics/files/17educationalethics.pdf).
6. Goldstein D, Shapiro E. 'I don't want to go back': many teachers are fearful and angry over pressure to return. New York Times. July 11, 2020 (https://www.nytimes.com/2020/07/11/us/virus-teachers-classrooms.html).
7. Office for National Statistics. Deaths involving COVID-19 by local area and socioeconomic deprivation: deaths occurring between 1 March and 31 May 2020. June 12, 2020 (https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/bulletins/deathsinvolvingcovid19bylocalareasanddeprivation/deathsoccurringbetween1marchand31may2020).
8. Finch WH, Hernández Finch ME. Poverty and Covid-19: rates of incidence and deaths in the United States during the first 10 weeks of the pandemic. Frontiers in Sociology. June 15, 2020 (https://www.frontiersin.org/articles/10.3389/fsoc.2020.00047/full).
9. Koma W, Artiga S, Neuman T, et al. Low-income and communities of color at higher risk of serious illness if infected with coronavirus. Kaiser Family Foundation. May 7, 2020 (https://www.kff.org/coronavirus-covid-19/issue-brief/low-income-and-communities-of-color-at-higher-risk-of-serious-illness-if-infected-with-coronavirus/).
10. Van Buren A. Which students are more likely to end up in a crowded classroom? You can probably guess. Michigan Radio. September 21, 2016 (https://stateofopportunity.michiganradio.org/post/which-students-are-more-likely-end-crowded-classroom-you-can-probably-guess).
11. Couzin-Frankel J, Vogel G, Weiland M. School openings across globe suggest ways to keep coronavirus at bay, despite outbreaks. American Association for the Advancement of Science. July 7, 2020 (https://www.sciencemag.org/news/2020/07/school-openings-across-globe-suggest-ways-keep-coronavirus-bay-despite-outbreaks).
12. The path to zero and schools: achieving pandemic resilient teaching and learning spaces. Cambridge, MA: Harvard Global Health Institute, Edmond J. Safra Center for Ethics at Harvard University, July 19, 2020 (https://globalepidemics.org/wp-content/uploads/2020/07/pandemic_resilient_schools_briefing_7.19.20.pdf).
13. National Academies of Sciences, Engineering, Medicine. Reopening K-12 schools during the COVID-19 pandemic: prioritizing health, equity, and communities. Washington, DC: National Academies Press, 2020.
14. Cohen P, Hsu T. Pandemic could scar a generation of working mothers. New York Times. June 3, 2020 (https://www.nytimes.com/2020/06/03/business/economy/coronavirus-working-women.html).
15. School districts' reopening plans: a snapshot. Education Week. July 21, 2020 (https://www.edweek.org/ew/section/multimedia/school-districts-reopening-plans-a-snapshot.html).
16. Goldstein D. Research shows students falling months behind during virus disruptions. New York Times. June 5, 2020 (https://www.nytimes.com/2020/06/05/us/coronavirus-education-lost-learning.html).
17. Strauss V. The case against reopening schools during the pandemic — by a fifth-grade teacher. Washington Post. July 10, 2020 (https://www.washingtonpost.com/education/2020/07/10/case-against-reopening-schools-during-pandemic-by-fifth-grade-teacher/).
18. Cevik M, Bamford CGG, Ho A. COVID-19 pandemic — a focused review for clinicians. Clin Microbiol Infect 2020;26:842-7.
19. Dufort EM, Koumans EH, Chow EJ, et al. Multisystem inflammatory syndrome in children in New York State. N Engl J Med 2020;383:347-58.
20. Feldstein LR, Rose EB, Horwitz SM, et al. Multisystem inflammatory syndrome in U.S. children and adolescents. N Engl J Med 2020;383:334-46.
21. Whittaker E, Bamford A, Kenny J, et al. Clinical characteristics of 58 children with a pediatric inflammatory multisystem syndrome temporally associated with SARS-CoV-2. JAMA 2020 June 8 (Epub ahead of print).
22. Goldstein E, Lipsitch M, Cevik M. On the effect of age on the transmission of SARS-CoV-2 in households, schools and the community. July 28, 2020 (https://www.medrxiv.org/content/10.1101/2020.07.19.20157362v1). preprint.
23. Park YJ, Choe YJ, Park O, et al. Contact tracing during coronavirus disease outbreak, South Korea, 2020. Emerg Infect Dis 2020;26(10).
24. Worldometer. Covid-19 coronavirus pandemic. July 21, 2020 (https://www.worldometers.info/coronavirus/).
25. Taie S, Goldring R. Characteristics of public and private elementary and secondary school teachers in the United States: results from the 2017–18 National Teacher and Principal Survey first look (NCES 2020-142). Washington, DC: National Center for Education Statistics, April 2020 (https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020142).
26. American Academy of Pediatrics. COVID-19 planning considerations: guidance for school re-entry. June 25, 2020 (https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/).
27. Stanton Z. 'That's crazy': reopening schools is possible, but we're doing it wrong. Politico. July 9, 2020 (https://www.politico.com/news/magazine/2020/07/09/reopening-schools-coronavirus-pandemic-expert-analysis-politics-2020-355466).
28. Faden R, Faxon E, Anderson A, Wahl M, Collins M. The ethics of K-12 school reopening: identifying and addressing the values at stake. Baltimore: Johns Hopkins University, June 2020 (https://equityschoolplus.jhu.edu/ethics-of-reopening/).
29. Bailey J, Shaw O. Coronavirus Family Impact Survey. American Enterprise Institute. May 28, 2020 (https://www.aei.org/wp-content/uploads/2020/06/COVID-19-Family-Impact-Survey-final-version-2.pdf).

The New England Journal of Medicine
Downloaded from nejm.org at Oregon Health & Science University Library on August 4, 2020. For personal use only. No other uses without permission.
Copyright © 2020 Massachusetts Medical Society. All rights reserved.

30. Yglesias M. Reopening schools safely is going to take much more federal leadership. Vox. July 8, 2020 (https://www.vox.com/2020/7/8/21314563/school-reopening-testing-money).
31. Centers for Disease Control and Prevention. Testing in high-density critical infrastructure workplaces. June 13, 2020 (https://www.cdc.gov/coronavirus/2019-ncov/community/worker-safety-support/hd-testing.html).
32. Levine R. The case against reopening schools: a teacher's perspective. July 14, 2020 (https://docs.google.com/document/d/1IAQndRjnya96JZOwf4HgPBBk-RwOCrtO1efSkgPIiUc/edit).
33. Camera L. Report: no way to reopen schools safely without federal bailout. U.S. News & World Report. June 8, 2020 (https://www.usnews.com/news/education-news/articles/2020-06-08/report-schools-need-a-federal-bailout-in-order-to-reopen).

DOI: 10.1056/NEJMms2024920
Copyright © 2020 Massachusetts Medical Society.

The New England Journal of Medicine
Downloaded from nejm.org at Oregon Health & Science University Library on August 4, 2020. For personal use only. No other uses without permission.
Copyright © 2020 Massachusetts Medical Society. All rights reserved.

From:	Justin Leitenberger
To:	StateBoard Public Email
Subject:	Public Comment - please open our schools for K-3 education
Date:	Wednesday, October 7, 2020 1:36:58 PM
Attachments:	nejmms2024920.pdf

Dear Oregon Dept of Education -

I enthusiastically implore you to consider revising the metrics needed to reopen educational opportunities for our youngest students. Pre-K students are allowed to enroll in programming, yet K-3 is currently closed and trying to attempt remote learning. This is devastating for families in these age groups as remote learning is not nearly as effective for early childhood education as compared to older cohorts who can sustain a full day of remote learning.

Please see the attached article from one of our nation's top medical journals about the importance of in person education for our youngest students.

Thank you for your consideration,
Justin Leitenberger

From:	Kari Bennett
To:	StateBoard Public Email
Subject:	public comment Testimony
Date:	Monday, October 12, 2020 1:15:03 PM

Can you help our students?

Firstly, I want to thank you for serving our state. I know that your profession isn't easy, especially in times such as this. I am writing to you today because I am completely desperate, and as of yet, no one has been able to help me, or point me in the right direction.
I have never felt so powerless and voiceless when it comes to helping and protecting students.

Kids are suffering, not only academically, but their mental health is on the line as well. They need to be back in school, and in person, immediately.
Here is the problem I see; I am able to go get my hair done, my nails done, and even a massage. We pack into grocery stores like Walmart, and we can go to a restaurant with friends and have dinner, we can even take off our masks once we are seated at our table. And on top of all that, if I do not feel safe in the grocery store or restaurant, most businesses are required to offer me an alternative way to access their services. Yet, our children are left isolated, and not given creative solutions in the middle of this pandemic. They have been an afterthought in legislation, and the parents are noticing.

What I am asking is that our children have the same privilege that the state has provided business, for accessing education. The good news is that schools already have a workable system for distance learning, and a limited in-person model, so the legwork is essentially completed there. My recommendation would be to add a third solution to the thousands of families who are not able to make the above solutions work in their households due to dual-income families, at-risk impoverished families, etc. If there are teachers willing to be in-person, can they perhaps wear masks and adhere to similar guidelines as Costco and other businesses, and offer parents who want their kids in school a viable and safe, in-person solution?

For most of us, these distance learning plans are not in the best interest of our kids, we understand that the schools and public health officials are trying to keep them safe. But they are not in charge of protecting children. The parents are responsible for that, and they should be allowed options. Having my 7 and 9 year old boys sit in front of a computer for 3 and a half hours a day, 5 days a week is not healthy or academically productive to say the least, and I will not have it. I am able to homeschool my kids, but even after just a couple weeks, I see the toll taken of them not having access to their peers and teachers in-person. I want the best education for them, and I am going above and beyond to make this happen,

and we are still coming short. Yet not all families are this fortunate to even give it so much thought. Many children are left on their own during distance learning, or even logging on while at a childcare facility. Some families are not doing any type of schooling at all because the current situation is so toxic.

What can you offer parents like me who are not benefitting at all from the current public education systems provided? Myself, and parents like me, are not asking for the moon, we are simply requesting consistency in wading through these challenging times. We will no longer tolerate double standards, which do not do anything to benefit the next generation. I believe there *are* viable solutions, and I hope that you can help me and the thousands others who hold these concerns find those solutions.

Thank you for all you do, and for standing with us!

--
Kari Bennett
Matt Bennett Construction LLC
(503)580-3323

From:	Kari Timmerman
To:	Kari Timmerman
Subject:	Enough is enough - unenrolling my kids from public school
Date:	Wednesday, October 7, 2020 10:23:03 AM

To whom it may concern (which is YOU, as this topic should be concerning to everyone!),

As a wife of an elementary teacher in the Salem Keizer school district and mom of a 5th grader, 1st grader, and preschooler, I have been so concerned with the way distance learning is going for everyone involved. Not just for my family, but for families out there who have it so much worse.

No need to state the obvious, as we all know the problems and issues with how distance learning has been in the Salem Keizer district. The system is failing our teachers, students, parents and family units. I've been trying to stay positive for my husband and kids and we've been doing our best with what we've been given, but enough is enough.

I just received word that teachers are now required to wear masks when teaching on school grounds even if they're in their classrooms ALONE! If they don't comply, they'll be sent home to teach.

So my husband, who is an elementary PE teacher, is now being forced to wear a mask while in a classroom ALONE, no one else physically present to breathe on, teaching PE to young kids through a computer screen. And if he doesn't, he is expected to teach from our small home with not a lot of space for PE where my 3 other children are trying to focus and learn on their computer screens.

And my first grader who is trying to learn how to read and say words properly, which is hard enough through a computer screen, now has to try and learn things through the screen, and through the mask, his teacher is being forced to wear.

Please, someone, explain to me why this is necessary or how this makes any logical sense.

My heart breaks for these teachers who are already faced with difficulties in trying to teach over a computer screen. And now to have the added challenge of putting a mask on while teaching through a screen??!?! It's infuriating and ridiculous.

There are so many things that are so WRONG with the situation in public schools in Oregon. I have friends and family that live all over the country, some who work in schools, and their states/schools are holding in person school and doing it successfully. Even private schools in Oregon are doing it. It makes no sense that the public schools in Oregon can't figure out how to do the same.

If something doesn't change, and soon, I'll be forced to make the decision I've never wanted to make, which is unenrolling my kids from the public school system. I can do this better from home.

--

Sent from my iPhone

From: karrie duckworth
To: StateBoard Public Email
Subject: Open the schools!!!!
Date: Wednesday, October 7, 2020 11:37:57 AM

It is important to the mental health of children in Oregon that schools open right away. Oregon has the lowest amount of covid cases in the nation. It is ridiculous to keep them away from school. Do you know that Oregon is the only state not allowing kids go to school and play sports? Shame on you!! I can't imagine how behind Oregon kids are going to be compared to the rest of the nation. Especially the kids from low income families. I urge you to do the right thing and let the kids go back to school. Reach out to states that are doing it already if your group does not know how to roll it out. Ohio has kids back at school, riding school busses, engaging in sports and attending homecoming festivities. Ohio kids are thriving. It's time for Oregon to do the right thing for our children and get them back to school. Also, private schools should have a right to open now if they want.
Thank you
Karrie Duckworth
West Linn, Oregon

From:	karrie kritzmacher
To:	RUSSELL George - STBRD
Subject:	Open our schools
Date:	Wednesday, September 30, 2020 4:37:26 PM

Dear George
Open our schools! This is beyond ridiculous. I just returned from Ohio. Schools have been open. Busses are running. I saw a school cross country race. Children are thriving!!! Not in Oregon though. There is absolutely no excuse for Oregon schools to be completely online. Even schools in NYC are open. Our children deserve better!!!!!!
Thank you
Karrie Duckworth
6107 Churchill Downs drive
West Linn, Oregon 97068
503-926-2902

From:	katelyn leathers
To:	StateBoard Public Email
Date:	Friday, October 2, 2020 10:12:39 AM

To whom it may concern ,

I would first like to thank the teachers and staff who have worked very hard to create daily lessons and do their very best with the difficult hand they have been delt during the start of our 2020-2021 school year . I however have many concerns and mounting frustrations as a parent with 3 children who attend the Oregon Trail School District in Sandy, Oregon and I am very much aware that I am not alone in these concerns . I understand this year is unlike any other as we have seen how COVID 19 has greatly effected our communities , our neighboring cities , and our state , but my biggest issue I would like to bring to your attention which is the purpose for this letter is to make those who are in charge of making these educational decisions for families have a clear understanding of the struggles not only students are facing but the parents as well .

I am a full-time working out of the home mother of 3 children who attend school within the OTSD in Clackamas county . My children are 8th grade,5th grade and kindergarten and currently all my children are participating in the distance learning/ hybrid model that is offered to students if they choose . This same model that is in place is like what we saw when the pandemic started in March , and many struggled with the platform even then . I remained hopeful that school would resume in class for the fall , but sadly that did not happen . To further add to the frustration that kids would not be in class was the lack of available hot spots and chrome books that were available to students . I requested 3 hot spots for my children one for each of them as we live in a rural part of Sandy where sandy net or high speed internet is not available unless we pay an insane amount of money to have a trench or pay for the cables to be put in . Per the email sent out for registration they were gauging how many would need these items so students could be sure to have access to these items . I was very unhappy to be told a week before school started that only 1 hot spot would be given per household . How is that sufficient ? Answer its not! These 3 laptops can't run off one hot spot and be able to watch these videos without the screen freezing or just all together not loading ! Many families in our district are facing the same issue hot spots not getting service or multiple kids trying to use one hot spot , why when we knew this would be a possibility that we would not see classrooms is there not enough equipment ? Due to this hot spot issue I personally have had to increase my satellite internet data which is awful and spotty costing me an extra 100 a month just to make sure my children in this district can attempt to do their required work . To add insult to injury there is no word as to when more hot spots would be available to the students who requested them in advance .

Apart from the lack of hot spots for students, there is the issue that kindergartners such as my student are expected to be able to spend 4 hours in front of the computer screen . We are talking about 5-year old's who require redirection and hands on learning which this style of learning is in no way giving them any of those things. No matter how you are learning whether its at your own pace or with the live videos its impossible to keep my student engaged and not require my full attention sitting next to her with the mute and unmute that's required . We have tried breaking up the required work , and even then we are struggling to balance all my kids on top of my work schedule which on some days means that I have to bring my children to my place of work during the school hours which is less than ideal . I am really concerned that my youngest is not learning anything she is supposed to . Kindergarten is the building blocks for the years to come and she's done 2 years in preschool so she knows the routine and expectations , but its hard to reinforce that when now that she's sitting in front of a computer for 4 hours with minimal social interaction . My other huge concern is my son who's in 8th grade is on a IEP , and yes I understand he has an extra support class but a zoom meeting isn't the same as in class in help . He's a

visual learner with adhd and now instead of a classroom , he's being asked to focus and learn via videos for 4 hours then complete the assigned work which means more time in front of the computer and limited access to the teachers except via email or phone call . It is not the same he cannot get one on one help or convey to his teachers that he needs help without doing so in front of the others on the video .

It is my understanding that some neighboring schools are back in school such as preschools and hood view academy which is in Clackamas county. I am very confused how we cannot have k-3 in school like other neighboring states are as kids are less at risk for covid then the older kiddos . I'm even more confused how if the governor's orders apply to Clackamas county and the others in our tri county group we have been lumped into and your hands are tied until the metrics are met , then why are preschools and Private schools exempt from those rules ? To add to the mounting frustration there was an email sent out to parents of the district that there would be pre school enrolling that would take place at sandy grade . Forgive me if I'm just not understanding how it all works but most of those preschool kids are not much younger then these kiddos in Kindergarten so why can you have pre school open but yet you have families struggling to make sure their kids get an education . I sadly nor can many in this town afford private school so to find out Hoodview can open with masks makes me terribly upset that if you pay for school you get to go above the rules or if your kiddo was just a year younger or you choose to hold them back for pre school one more year you can attend school in person ? That does not seem correct by any means . In the last week we as parents have watched as schools in neighboring states open their doors to k-3 and special education students or ones deemed most at risk . Most recently Estacada school district announced they would be inviting their most vulnerable students back , now they didn't specify which ages or groups those would be , but the fact that a neighboring town to our community can open while our school district hasn't even begun talks of returning to school for those most at risk children is very concerning and I as a parent cant help , but feel like my kids are being missed and will suffer due to the fact their parents financially cant afford other options such as private school .

I have heard many talks about the metrics being almost unattainable and ever changing . Yes I understand the importance of keeping each and every student and teacher safe , but at what cost ? We know younger kids are not as high risk as adults and We as a state are required to wear a mask to enter any store or restaurant in the state and we do so knowing that its still not 100% effective at eliminating covid . As a school district we don't shut down for cold and flu season and teachers still go to work knowing that they may get a cold or worse the flu each year . I understand this is something new and yes its scary , but nobody wins by living in fear . I truly believe we need to open up the schools to the children who are lower at risk for covid and those who need more then the online platform can provide those students being special education and k-3 and if parents choose not to send their kids to school then that's their choice one in which they have every right to do so. Each school district serves a widely diverse set of community members and I feel each school district should be able to decide what's right for their district and community . Same with teachers if they do not feel safe going back to work then work with your school district to work out other options , but I am expected to do my job during this pandemic which requires me to come into contact with patients and staff each day and I practice good hygiene and wear a mask , why are teachers and staff above doing these things . After all school is a essential service one that is in great need right now for families all over the world . I am aware of the teachers union pushing for safer schools and better protocols and not wanting to expose their families and others at their home to anything they may pick up in schools, but they have also said this model doesn't work it's not what anyone wants and its not a suitable for all students. There is no difference between teachers and children going to the store wearing a mask and there are people in way closer proximity then what we would see by opening the school to those k-3 and sped kids to start. . With that being said why students can't return to schools with masks , temperature checks just like when you enter a medical building , ask the screening questions do you have a cough or fever . There are plenty of educational assistants who have not been called back to work and so many staff at a school setting up check points is not putting extra financial strain on the school's budget wise . There are many pieces to this puzzle and one piece I would like to hope is not true is that our children's education is being used as a political pawn . My child's education should not be based on who I voted for as president , governor and so forth . Every child in this

state has a right to good public education one that embraces students' differences and creates a safe place of acceptance and growth . We preach equality and freedom of speech of all colors , races, and sex's , but when did we draw the line at education ? By this I mean if you can afford private school tuition then your child can attend school even if its just a few days a week , but if you attend public school they are at the mercy of the metrics set forth by the governor , the school district and this distance learning model that personally I feel isn't benefiting my children academically , emotionally or socially . If the governor has said that schools in county's that don't meet the metrics can't open, I would expect that every school be held to that standard including pre school and private schools . By not holding everyone to the same standard we as parents are left to feel that our children don't matter and have to just deal with the model our district has set in place all because we cant afford the heft tuitions that private schools require .

I know I am not the only parent in this school district or in Oregon for that matter feeling this frustration and feeling like we have taken on the job of teachers on top of our own jobs while having to work less hours or juggle many things which includes added stress and while we are doing our best seeing our kids already lose out on so much its heartbreaking . I like so many others in this state and in the country have been affected by COVID in one way or another . After an already hard year of so many unknowns school has always been one thing aside from sports and family that my children and many others have counted on , and now we again ask them to adapt . Stability and routine are crucial to children and by not creating a solid routine or changing that routine on a lot of these first year elementary school students we are seeing that its not one size fits all . IEP kids need more then a zoon call with their teacher , kindergarteners need more then staring at a computer for 4 hours they need hands on learning and one on one instruction which is why they have these accommodations in place . Students who cant attend live class and do their work in the evening should not be given extra assignments because they couldn't attend the live due to spotty internet , parents schedule or other life circumstances . We need better for our children . I as a parent demand better for my own children . There must be a better way to safely get children back in the classrooms and teachers back to work without sacrificing safety . This distance learning is like putting a band aid on a wound that needs stitches . The band aid hides the cut but does not bring the edges together , those edges need help which is where stitches come in . We as parents need teachers to teach our children not babysit them , but educate them prepare them for success inside and outside the classroom provide them with the foundation for a good education . I know this letter may very well fall on deaf ears or not get read at all , but I hope at least one person can read this and understand I am 1 of thousands of parents struggling to navigate this crazy time and I'm willing to tell my personal story and struggle in hopes I can make some sort of change or shed a new light to the matter .

Thank You for your time ,

Katelyn -A concerned mother

From:	Kathleen
To:	StateBoard Public Email
Subject:	Safe Schools: please submit for public comment
Date:	Thursday, October 8, 2020 11:07:30 AM

Dear members of the Oregon State Board of Education,

I am writing in support continuation of the current use of science and medical knowledge to determine the metrics for reopening our schools safely. While I understand that many people are asking that schools reopen because of the struggles that they are experiencing due to the virus, this is not a reason to create more struggle by reopening schools before it is safe.

Schools around the country that have reopened have experienced outbreaks and a need for many students and staff to isolate. Some have experienced deaths of students and staff members as well. As a teacher for 30 years, I can tell you that the death of a member of a school community is incredibly traumatic for the community. It is not an experience I would want for anyone.

Our schools and teachers are finally getting a chance to get their stride with distance learning. Please do not rush to reopen schools due to social pressure, especially when that pressure comes from people who seem to not want to follow even the most basic safety precautions that would allow for a safer return, such as wearing a mask to protect others.

Thank you for your time and attention to the safety of our students and communities.

Kathleen Jeskey
Canby, OR

From:	Katie B
To:	Katie B
Subject:	Please Open Oregon Schools
Date:	Friday, September 25, 2020 1:22:54 PM

I am writing in the hopes that you will do everything in your power to encourage the governor and the OHA to open schools.

Right now, Oregon is making the statement that we value travel, bars and Walmart more than we value our children' education. This is not the Oregon that I know and love.

The costs of school closures are great, covid risks to children and healthy adults are minimal, and parents statewide are feeling increasing angst and pressure. Schools across America are safely reopening but Oregonian children are being left behind.

The costs of keeping schools closed for all students are huge: mental health issues, lack of a safe space and food, and a rapidly growing disparity in education between children in different socioeconomic groups.

I have attended protests and fervently believe that change in our society is needed to correct socioeconomic and racial inequities. But I find it absolutely hypocritical for us to protest systemic racism at night and then to exacerbate inequities by keeping schools closed the next morning. The best way that we can even the playing field and create opportunity for low income or marginalized children is with a good and equal education.

During school shut downs, upper class families have computers, wifi, pods, tutors, extracurricular activities and a parent who can stay home to supervise. Working and low income families cannot provide the same environment or the same education. It is the most glaring example of societal inequity that I have ever seen.

All children are biologically and psychologically programmed to be in a phase of life where they are seeking social and emotional connections outside of their home. Limiting these opportunities for 10% of a child's life will have long term consequences for their mental and emotional health and their academic success.

Fortunately, the risks to opening schools are low. (See References at bottom of page.) The Washington Post has reported that school transmission is lower than expected. And the CDC has reported fewer deaths to children with covid than children with the flu. The CDC shows that even for adults, the death rate from covid is comparable to that of pneumonia, and even lower for healthy adults.

Robert Redfield at the CDC said that a vaccine will not be widely available until the 3rd quarter of 2021. So how long do we plan to keep schools closed? A year and a half? Two years? That is a significant amount of time in the life of a child.

We all want to get the virus under control and protect our elderly. We can do that with tests for assisted living homes, travel restrictions, subsidizing grocery delivery for elderly residents and many other ways that we haven't even tried yet that don't hurt children.

And I absolutely want to protect high risk teachers by allowing them priority in teaching online classes. And I would like all teachers to feel safer with state resources of PPE and rapid tests directed towards education.

Oregon has had a tough year already and it feels like parents are near their breaking point. The rise this week in facebook groups, petitions and planned protests of school closures is indicative of the level of angst and desperation that some parents are feeling:

Clackamas County "Clack to School" facebook page and planned rally:
https://www.facebook.com/groups/clacktoschool

Open Bend Lapine Schools facebook page:
https://www.facebook.com/groups/259606741882403

Salem-Keizer Change.org Open Schools petition
https://www.change.org/p/kate-brown-reopen-oregon-schools-let-them-in?recruiter=511316330&utm_source=share_petition&utm_medium=facebook&utm_campaign=psf_combo_share_initial&utm_term=psf_combo_share_initial&recruited_by_id=2cf33770-ecb9-11e5-a790-07dd525be8c8&utm_content=fht-24868352-en-us%3A3

I love Oregon and I believe that collectively, we value kids and families and doing the right thing. But we are failing our kids right now. I hope that you will consider families in Oregon and do everything in your power to get children back to school.

Thank you for listening,

Katie Bien

References:

Washington Post article on lack of covid outbreaks in schools
https://www.washingtonpost.com/education/feared-covid-outbreaks-in-schools-yet-to-arrive-early-data-shows/2020/09/23/0509bb84-fd22-11ea-b555-4d71a9254f4b_story.html

CDC covid/flu/pneumonia death data:
https://data.cdc.gov/NCHS/Provisional-COVID-19-Death-Counts-by-Sex-Age-and-S/9bhg-hcku

Mental health issues are growing rapidly in children. https://www.yahoo.com/gma/us-hits-200-000-covid-155621551.html?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuYmluZy5jb20v&guce_referrer_sig=AQAAAKthehAYFVqFrxKW1sJ4GBsh8QeEg_PjAEE9sR7H8i3jj_70emuAnT7riCpPYneFEz1As452bolm8V4FX3qwkiq85O08EYorSlNCd7cSG1ltG68huAUuFjjmZZLmifyOV3rKBu8UH_flbDmlVI7jdY4oWwwPdeFVHT2iaZI2H7vt

From:	Katie B
To:	Katie B
Subject:	The students left behind by remote learning
Date:	Monday, September 28, 2020 9:28:13 AM

I hope you will take the time to look at the excellent reporting by the Washington Post and The New Yorker; "Europe stays committed to in-person classes as school outbreaks remain rare," and "The Students Left Behind by Remote Learning."

Oregon is supposed to be a state that cares for our children and our working families. For many Oregonians, 2020 has been the worst year of their lives. Parents are near a breaking point. There is a rising tide of frustration and angst about school closures.

Covid and election coverage are dominating the news waves now, but when the dust settles and the damage to children becomes evident, those stories will be in the news and there will be plenty of blame to go around.

Oregon has the most amazing teachers. I hope you will reach out and talk to them. They are heroes and want to be in the classroom with their kids. I hope you will direct state PPE and rapid test resources to them.

Please consider the many inequities of remote schooling for Oregon families and do what you can to get kids back in school. I hope you will read these articles as they have many science-based resources on how to open schools safely.

Thank you.

Katie Bien

From The New Yorker,

"Joseph Allen, the director of the Healthy Buildings program at Harvard's school of public health, wrote a sixty-two-page plan with a dozen colleagues listing steps that schools could take to reduce transmission risk.…[ ]'There's certainly no such thing as zero risk in anything we do, and that is certainly the case during a pandemic,' he said in a conference call to present the plan. But, he added, 'there are devastating costs of keeping kids out of school. When we have this discussion about sending kids back to school, we have to have it in the context of the massive individual and societal costs of keeping kids at home.'"

https://www.newyorker.com/magazine/2020/10/05/the-students-left-behind-by-remote-learning

From the Washington Post,

"She noted that Norway had decided as a society to prioritize in-person education.

'The view in Norway is that children and youth should have high priority to have as normal a life as possible, because this disease is going to last," she said. "They have the lowest burden of the disease, so they shouldn't have the highest burden of measures.'"

https://www.washingtonpost.com/world/europe/coronavirus-outbreaks-schools-europe/2020/09/27/0dd19bf6-ff48-11ea-b0e4-350e4e60cc91_story.html

From: Katie B
To: Katie B
Subject: CDC School Indicators and Recommendations
Date: Tuesday, September 29, 2020 9:03:09 AM

I am writing because I feel concerned that the Oregon OHA and ODE guidelines are not in line with the CDC's recommendations and are not taking the CDC's words and advice into account when making restrictions on reopening schools. The CDC explicitly warns about the dangers of closing schools and says that their "indicators for decision making" should NOT be used to keep schools completely closed.

As is evidenced from the past month, the current metrics that Oregon is using make it virtually impossible for the majority of Oregonian students to return to any form of school.

The CDC does NOT advocate for this! In fact, in the first part of their guidance, the CDC explicitly says,

"It is critical for schools to open as safely and as quickly as possible for in-person learning." And goes on to say, *"the harms attributed to closed schools on the social, emotional, and behavioral health, economic well-being, and academic achievement of children, in both the short- and long-term, are well-known and significant. Further, the lack of in-person educational options disproportionately harms low-income and minority children and those living with disabilities."*

I believe the OHA and ODE are currently using the "indicators for decision making" from the CDC incorrectly. The CDC does NOT imply that these should be used as hard lines the way Oregon has implemented them.

In fact, the CDC explicitly states in bold that if these indices indicate a higher risk, schools should still be allowed to reopen in a hybrid format:

"If, after applying the core indicators described in the table below, a school is at "medium," "higher," or "highest" risk of transmission, ***it does not*** *mean that the school cannot re-open for in-person learning, but that the risk of introduction and subsequent transmission of SARS-CoV-2 is higher and the school could consider alternative learning models (e.g., mix of in-person and virtual learning, also known as hybrid learning, or virtual-only)."*

Finally, the CDC's "indicators list" only includes lab confirmed positive tests and only for any 14 day period, unlike the Oregon metrics which track specific "weeks", 21 days of results and "presumed" positives.

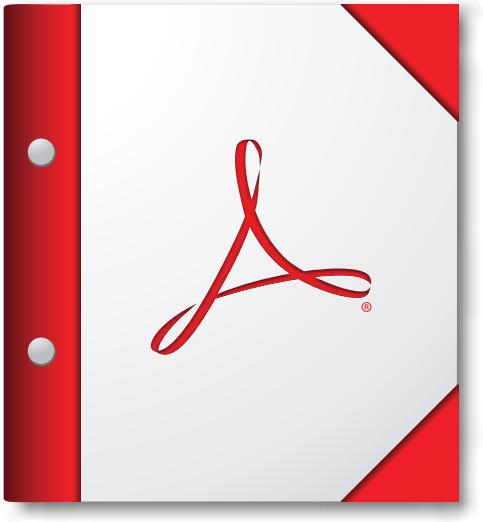
I hope you will encourage the ODE and OHA to follow the CDC's advice when they review school recommendations in October. I fervently believe that communities with moderate to higher spread should be allowed hybrid school, and that communities with lower spread should be encouraged to open for full time school because school is so critically important for students and families.

Without making some accommodations, Oregon students will not return to school this year, which would be a huge failure for our most vulnerable residents.

Thank you for listening,

Katie Bien

Reference: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html



For the best experience, open this PDF portfolio in Acrobat X or Adobe Reader X, or later.

Get Adobe Reader Now!

From:	Katie Koenig
To:	GILL Colt - ODE; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; george.russell@ode.sate.or.us; MARTINEZ-ZAPATA Guadalupe - STBRD; SCURLOCK Jennifer - STBRD; WHEELER Bridgett - STBRD; VELIZ Anthony - STBRD
Cc:	Sen.FredGirod@leg.state.or.us; Rep.SherrieSprenger@leg.state.or.us
Subject:	Please hear us...
Date:	Sunday, October 4, 2020 9:25:27 PM

I am a working mom of four sons and I am at my wits end. Distance learning is not a suitable option for so many Oregon families and it certainly isn't sustainable. We deserve and demand a traditional in-person option. I have said several times that the silver lining in all of this is that my kids now appreciate the fact that they would most certainly rather be in school than learn online. We know, without a doubt, that none of our boys are good online learners...yet that is their only option.

We are going to have a huge crisis with an ever widening achievement gap. I know many families who are turning to tutors to help them through, unfortunately that is only for those who can afford it. This is creating even more distance between the "haves" and "have nots" in our state.

We know that schools also provide much more than just an education, but also access to an array of valuable resources that so many students are now missing. So many students are falling through the cracks. They deserve better.

In our home it is a daily struggle. I work from home three days a week and in the office two days a week. My husband works out of the home daily. The stress of wondering if the boys are getting online when they need to, are they having connection issues, are they fighting, do they have questions that need answered while I am at work is overwhelming. When I am home working, there are constant interruptions. Kids somehow getting dropped from a Google Meet and not being able to get back in, lagging Wi-Fi when we are all on Zoom or Google meet. Not to mention the added expense it beefed up routers and other technology costs. Then there is the stress of trying to get one son to his twice a week, two hour a day cohort. While he is grateful for the opportunity to be there, if only for a short time, it really is a huge burden to working parents to try and make it happen.

What about parents who don't have flexibility in their schedules? What are those parents and students to do? I feel like I am constantly on the verge of tears trying to juggle it all. My kids do not do well learning predominantly online, specifically with math and science courses. These are kids who are typically high achievers and used to getting A's. I see them struggle daily with stress, anxiety, feelings of isolation, confusion, irritability, feeling that they are slipping behind, worries about the future and feelings of anger.

As a mother, I am much more concerned about the long-term impacts this will have on their education and mental/emotional health than I am about COVID-19. We have done everything we've been asked to do, but this is all getting to be too much and we cannot continue this. Families deserve the option of sending their children to school in person. Our children deserve in person access.

I live in Stayton. Our neighbors up the Santiam Canyon have recently been devastated by fire. These families don't have the infrastructure, resources, strength, financial ability or emotional bandwidth to deal with in-person learning. The Santiam school district is a prime

example of a district that serves more than just the needs of educating kids. They are a hub of resources and support for the entire community, and current guidelines prevent the district from serving families in their time of desperate need.

I can't believe I even have to write this email and beg for the powers that be to give my children access to in-person instruction. I still don't understand how the education of our children isn't "essential." The state of Oregon is failing Oregon students. Especially rural students, students of color and students with low economic means. It's time to re-examine and do what's right.

Best,
Katie Koenig

From:	Kellee Purdy
To:	StateBoard Public Email
Cc:	Harmony Quiroz; juliebolstad@outlook.com
Subject:	Petition to Reduce K-5 Requirements during Distance Learning
Date:	Saturday, October 10, 2020 8:18:10 PM
Attachments:	Petition.pdf Signature Sheet, as of 10.10.2020.ods

---

Dear State Board of Education,

In an effort to make K-5 distance learning more sustainable during this pandemic, concerned Portland Public Schools parents have identified the problem of the overly-complex schedule required by district guidelines, and proposed reducing requirements to make the schedule more sustainable for all involved.

Please see the attached petition letter to PPS, as well as the spreadsheet of 297 signatures gathered in one week.

Thank you,

Kellee Purdy
Parent of 3rd grader and Kindergartener at Atkinson Elementary School
Portland Public Schools

October 2, 2020

Dear Portland Public Schools Administrators,

We, the undersigned parents, teachers, and staff of PPS, in the interest of making distance learning more sustainable and improving mental health outcomes for all students, families, and teachers, urgently request that you **simplify the K-5 schedule by reducing district requirements.**

While we appreciate your desire to provide students with a robust education despite the pandemic, the reality is that now more than ever, a trauma-informed approach to education is required. As a result of COVID-19 and other mounting community crises, all students, parents and school staff are experiencing trauma. Because, neurobiologically, no one can learn unless they feel safe, we must **prioritize predictability and consistency** over typical achievement metrics (Minihan 30-35).

Unfortunately, the requirements put forth by the district, though well-intended, result in a chaotic, stressful meeting schedule that requires adult intervention at home to maintain, and when there are multiple young students with disparate schedules, the task is near impossible.

Some teachers are quietly simplifying their schedules in response to community feedback, but this puts them in a precarious situation. This also creates further inequity between students with a simple, regular daily schedule, and students whose teachers are still trying to follow the unsustainable schedule required to meet district guidelines.

For these reasons, we are writing to urge PPS to update its requirements to allow for a simple, daily K-5 schedule, as well as empower teachers and principals to make adjustments quickly in response to community feedback. Attached is an example of the type of simplified schedule we would like to see.

With simpler goals, we contribute positively to the mental health of students, parents, and teachers, so that effective learning can take place during these unprecedented times.

Thank you for your swift action in this matter,

Kellee Purdy
Parent of 3rd grader and Kindergartener
Atkinson Elementary School

Example Simplified Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:30-9:50	Whole Group Mini-Lesson	Whole Group Mini-Lesson	Whole Group Mini-Lesson	Whole Group Mini-Lesson	Whole Group Mini-Lesson
	Language Arts	**Math**	**Language Arts**	**Math**	**Language Arts**
9:50-10:15	Small Group 1	Small Group 1	Small Group 1	Small Group 1	Small Group 1
10:15-10:40	Small Group 2	Small Group 2	Small Group 2	Small Group 2	Small Group 2
10:40-11:05	Small Group 3	Small Group 3	Small Group 3	Small Group 3	Small Group 3
11:05-11:30	Small Group 4	Small Group 4	Small Group 4	Small Group 4	Small Group 4
11:30-12:15	**Lunch/Recess**	**Lunch/Recess**	**Lunch/Recess**	**Lunch/Recess**	**Lunch/Recess**
12:15-3:00	Asynchronous Learning and Specials	Asynchronous Learning and Specials	Asynchronous Learning and Specials	Asynchronous Learning and Specials	Asynchronous Learning and Specials

1. Simple, consistent, daily schedule for all students K-5. Students from all grades transition at the same time for greater ease of managing multiple students at home or in childcare.

2. Students attend the same small group each day and over time. Relationship building, consistency and predictability are prioritized over ideal differentiated learning.

3. Mini lessons are recorded (separate from the live meeting to avoid confidentiality concerns) and can be accessed asynchronously for maximum flexibility

Minihan, Jessica. “Trauma-informed Teaching Strategies.” *Educational Leadership*, vol. 77, no. 2.

Timestamp	Your Name (Signature)
10/2/2020 10:07:10	Kellee Purdy
10/2/2020 10:41:47	Mike Munro
10/2/2020 10:52:06	Harmony Quiroz
10/2/2020 10:59:04	Jennifer Braunstein
10/2/2020 11:05:28	Alison Briggs-Ungerer
10/2/2020 11:07:37	Devon Roulette
10/2/2020 11:11:51	Crystal Douglass
10/2/2020 11:12:55	Sarah Redgrave
10/2/2020 11:21:17	Wendy Newsome
10/2/2020 11:24:16	Cedar Lee
10/2/2020 11:24:31	Julie Rea
10/2/2020 11:26:04	Erica Warren
10/2/2020 11:26:39	Kevan Vanhoff
10/2/2020 11:30:23	Erin Block
10/2/2020 11:31:50	Brian Harper
10/2/2020 11:33:16	Emilia Martínez
10/2/2020 11:35:05	Gail W. Strauss
10/2/2020 11:37:46	Erika Jones
10/2/2020 11:38:03	Aaron Jones
10/2/2020 11:39:41	Julia Collins
10/2/2020 11:42:44	Corinne Rupp
10/2/2020 11:44:18	Susannah Reese
10/2/2020 11:49:03	Van Cooley
10/2/2020 11:51:14	Eve Nilenders
10/2/2020 11:54:45	Beth Slovic
10/2/2020 11:58:20	Ginger Huizar
10/2/2020 12:04:27	Rachael Hall
10/2/2020 12:08:20	Kirsten Gwynn
10/2/2020 12:09:11	Erin Telford
10/2/2020 12:10:21	Kimie Ueoka
10/2/2020 12:10:51	Christine Hansell
10/2/2020 12:11:12	Mirra Nerenberg
10/2/2020 12:13:14	Kasey Nelson
10/2/2020 12:16:35	Lauren Hay
10/2/2020 12:26:30	Lisa Ludwig
10/2/2020 12:28:48	Chrysalis Amour Levy
10/2/2020 12:29:37	Laila Cook
10/2/2020 12:35:53	Heather Gemmer
10/2/2020 12:41:07	Tricia Eisenbraun
10/2/2020 12:41:49	Molly Earle
10/2/2020 12:44:38	Margaret M
10/2/2020 12:45:17	Sondra Blair

10/2/2020 12:46:01 Heidi Esbensen
10/2/2020 12:47:27 Summer Halstead
10/2/2020 12:50:15 Matt Spiro
10/2/2020 12:50:38 Dania whalen
10/2/2020 12:51:40 Rosanna
10/2/2020 12:55:20 Nicole Callaghan
10/2/2020 13:01:01 Amy Hoffmann
10/2/2020 13:01:41 Rachel Sample
10/2/2020 13:10:40 Amanda kB Bailey md
10/2/2020 13:13:39 Emily Clugston
10/2/2020 13:17:52 Chloe Shanley
10/2/2020 13:21:08 Ellie Russell
10/2/2020 13:25:34 Rachel Guerin
10/2/2020 13:27:11 Aaron Case
10/2/2020 13:27:20 Summer Bennett
10/2/2020 13:27:48 Katie Barth
10/2/2020 13:29:27 Lila Meyer
10/2/2020 13:31:14 William Meyer
10/2/2020 13:35:59 Elizabeth Chenven
10/2/2020 13:44:43 Meagan Sorensen
10/2/2020 13:44:50 Erin Moulton
10/2/2020 13:46:57 William Meyer
10/2/2020 13:57:05 Jared Block
10/2/2020 13:57:25 Denae Smith
10/2/2020 14:03:47 Brian Harper
10/2/2020 14:05:29 Aaron Case
10/2/2020 14:05:34 Duncan Miller
10/2/2020 14:07:44 erica weber
10/2/2020 14:08:55 Brian Harper
10/2/2020 14:09:00 Pamela Buchanan
10/2/2020 14:12:15 Paul Zavitkovski
10/2/2020 14:13:07 Chanin Houston
10/2/2020 14:13:28 Jeff Lucas
10/2/2020 14:15:17 Christina Rauschert
10/2/2020 14:21:17 Julia Payne
10/2/2020 14:24:52 Meredith Villines
10/2/2020 14:25:21 Caroline McCulloch
10/2/2020 14:25:25 Kristin B Prukop
10/2/2020 14:25:40 Judson Blaine
10/2/2020 14:26:02 Kate Zimmer
10/2/2020 14:28:45 Dave Shanley
10/2/2020 14:30:02 Myla Crowell
10/2/2020 14:30:37 Jacquelyn Wallace Sosa

10/2/2020 14:31:44 Bobbi Jo Rust
10/2/2020 14:36:33 Lindsay Hixson
10/2/2020 14:37:27 Elizabeth Lannigan
10/2/2020 14:39:15 Brian Harper
10/2/2020 14:54:29 Yulia Brooks
10/2/2020 15:01:05 Andrew Hasseries
10/2/2020 15:07:10 Kelli George
10/2/2020 15:18:09 Mike Munro
10/2/2020 15:21:27 Nancy and Peter Mogielnicki (Grandparents)
10/2/2020 15:22:05 June Bancroft
10/2/2020 15:31:04 Beth Russell
10/2/2020 15:34:31 Juliana Bernstein
10/2/2020 15:53:08 Jennifer Barnes
10/2/2020 15:56:00 Rebecca grace
10/2/2020 15:57:14 Helen Wayne
10/2/2020 15:59:20 Stephanie Heldt-Sheller
10/2/2020 16:32:05 Rebecca
10/2/2020 16:36:24 Jeff Register
10/2/2020 16:38:51 Stephanie Gabriwl
10/2/2020 16:38:58 Stephanie Gabriwl
10/2/2020 16:43:11 Teresa Robinson
10/2/2020 17:00:06 Monica Eckrich
10/2/2020 17:01:19 Katharine Grunseth
10/2/2020 17:07:58 Tonya McLean
10/2/2020 17:13:14 Olessia Bordioug
10/2/2020 17:18:16 Brian Harper
10/2/2020 17:19:48 Kirsten Burt
10/2/2020 17:22:31 Anne Marie Anderson
10/2/2020 17:29:25 Matti Breaux
10/2/2020 17:56:43 Kaunie Hagensen
10/2/2020 18:00:43 Tawnya Gavin
10/2/2020 18:25:16 Joanne Havran
10/2/2020 19:18:46 Elena Dudareva
10/2/2020 19:29:10 Ronette moody
10/2/2020 19:44:57 Brenna Sheridan
10/2/2020 19:48:54 Sarah Hogue
10/2/2020 20:06:10 Kelly Cahill
10/2/2020 20:06:58 Kate Zimmer
10/2/2020 20:23:02 Andrea Brackenhoff
10/2/2020 20:52:38 Gauri Vengurlekar
10/2/2020 21:16:47 Kate Zimmer
10/2/2020 21:37:18 Mrscotthay@gmail.con
10/2/2020 21:41:05 Seth Purdy

10/2/2020 21:55:16 Trudi Bloom
10/2/2020 22:07:31 Ellen Perez
10/2/2020 22:23:19 Kate Zimmer
10/2/2020 22:27:30 Leslie Skybak
10/3/2020 6:20:01 Wren Davis
10/3/2020 6:48:29 Julia Payne
10/3/2020 6:57:55 Kima Snyderbrown
10/3/2020 7:40:19 Penny Schumacher
10/3/2020 7:53:29 Erin Adams
10/3/2020 8:08:05 Jessica Koenig
10/3/2020 8:32:50 Stacey Wallace
10/3/2020 8:39:16 Tsilli Pines
10/3/2020 8:54:03 Kristen minarik
10/3/2020 9:00:11 Kate Zimmer
10/3/2020 9:41:34 Elena Miller
10/3/2020 9:42:50 Jami Dwyer
10/3/2020 9:53:59 Meagan Sorensen
10/3/2020 10:02:49 Kate Zimmer
10/3/2020 10:33:24 Jennifer M. Hoofard
10/3/2020 10:56:13 Magali Rabasa
10/3/2020 12:01:02 Claudia and John Savage
10/3/2020 12:19:27 Brett Campbell
10/3/2020 12:44:58 Jamie Ackerman-Harvie
10/3/2020 12:59:38 Chris McMurry
10/3/2020 15:07:06 Liza
10/3/2020 15:50:20 Colleen smith
10/3/2020 17:47:52 Aaron Case
10/3/2020 19:49:51 Natalie Adkins
10/3/2020 19:50:40 Gerald Adkins
10/3/2020 20:21:50 Tricia Case
10/3/2020 22:05:49 Lauren Reynolds
10/4/2020 7:37:31 Allegra Heidelinde
10/4/2020 7:37:52 Benjamin Eli Eichenauer
10/4/2020 8:02:47 Elizabeth Kale
10/4/2020 9:11:53 Tia Knuth
10/4/2020 10:42:22 Brian Harper
10/4/2020 11:14:52 Heather Flint Chatto
10/4/2020 12:38:08 Lara Carlisle
10/4/2020 12:57:59 Brian Harper
10/4/2020 19:41:46 Otis Rubottom
10/4/2020 19:43:22 Julie Bryant
10/4/2020 20:33:26 Jennifer Dunmire Howe
10/4/2020 22:35:06 Brian Harper

10/4/2020 22:38:45 Christin Huja
10/5/2020 1:59:58 Kalen Krick
10/5/2020 4:16:02 Christannia Betonte
10/5/2020 6:01:13 Mercy Strongheart
10/5/2020 6:53:21 Julie Bolstad
10/5/2020 7:38:39 Brian Harper
10/5/2020 8:23:16 Carolyn Claridge
10/5/2020 8:39:15 Ronda Fast
10/5/2020 8:39:54 Elizabeth Baena
10/5/2020 8:54:57 Heidi Wollam
10/5/2020 9:31:40 Brett Cassidy
10/5/2020 9:58:48 Sarah Dillon
10/5/2020 10:05:03 Erica Borzy
10/5/2020 10:12:58 Thomas Borden
10/5/2020 10:18:20 Tierra Salmón
10/5/2020 10:23:46 Natalie minshall
10/5/2020 10:37:43 Ajai Huja
10/5/2020 13:51:50 Eric Lambart
10/5/2020 14:17:07 Heather Butler
10/5/2020 14:18:28 Linda Caravia
10/5/2020 14:20:11 Sara Courts
10/5/2020 14:30:05 Stephanie Speidel
10/5/2020 14:56:37 Laura Hernandez
10/5/2020 15:08:31 Danielle Galat
10/5/2020 16:00:41 Janet Pittsenbarger
10/5/2020 16:39:04 Jacque knowles
10/5/2020 17:31:53 Michael Pinkard
10/5/2020 18:02:50 Marla Phavixaysouk
10/5/2020 18:09:41 April St. John
10/5/2020 18:13:17 Geneva Riley
10/5/2020 18:14:28 Jaima Mavity
10/5/2020 18:19:43 Le'Ann Duran
10/5/2020 18:20:39 Jennifer Detrick
10/5/2020 18:38:40 Sheryl Miller
10/5/2020 18:39:16 Alex McNiven
10/5/2020 18:40:35 Sara Courts
10/5/2020 18:41:35 Mary Jean Hisle
10/5/2020 19:08:44 Stephanie Patrick
10/5/2020 19:20:06 Kristen Larsen
10/5/2020 19:29:04 Benjamin Tarne
10/5/2020 19:30:00 Breeana Mitchell
10/5/2020 19:42:58 Natalie Shilling
10/5/2020 19:56:08 Lauren Fannin

10/5/2020 20:02:49 Allana Taylor
10/5/2020 20:20:35 Charlotte Hales
10/5/2020 20:23:11 Jamie Brown
10/5/2020 20:33:31 Damian Fannin
10/5/2020 21:10:27 Colleen Gibson
10/5/2020 21:12:50 Sarah Schulte
10/5/2020 21:26:07 Ashley Brooke White
10/5/2020 21:30:05 Jen Newman
10/5/2020 21:31:57 Kate Johnson
10/5/2020 21:33:30 Sara Courts
10/5/2020 21:34:28 Kathleen Christian
10/5/2020 21:36:48 Mariah Villanueva
10/5/2020 21:48:26 Jeremy Simer
10/5/2020 22:02:01 Michelle Campbell
10/5/2020 22:33:24 Patricia Murphy
10/5/2020 22:44:54 Andrew Butz
10/5/2020 22:54:48 Rivka McCormack
10/5/2020 22:55:19 Keith McCormack
10/5/2020 23:02:07 Jill McGeorge
10/5/2020 23:42:08 Beth Belanger
10/6/2020 3:41:42 Damian Fannin
10/6/2020 7:19:02 Linda May
10/6/2020 7:55:53 Nate Calkins
10/6/2020 9:13:12 Michael Mitchell
10/6/2020 10:15:30 Leila Murphy
10/6/2020 10:16:11 Pan Wilson
10/6/2020 10:17:16 Mikael Clothier
10/6/2020 10:22:37 Ciaran Murphy
10/6/2020 10:32:28 Kiera Asay
10/6/2020 11:19:55 Elizabeth Durham McPherson
10/6/2020 11:20:20 Rebecca Poehler
10/6/2020 11:42:32 Niki Kinunen
10/6/2020 11:53:48 Mindy Ramsey
10/6/2020 11:56:27 Lori Fregonese
10/6/2020 12:08:51 Lynn Moore
10/6/2020 12:11:51 Sunny Gillooly
10/6/2020 12:15:13 Eric Moore
10/6/2020 12:32:30 Molly Zollner
10/6/2020 13:56:21 David Lloyd
10/6/2020 13:59:04 Jessica Werner
10/6/2020 14:12:10 Kim Cotter
10/6/2020 14:23:52 Julia K Covert
10/6/2020 14:26:10 Margery P. Heffernan

10/6/2020 15:53:41 Shelley Gillespie
10/6/2020 16:13:04 Jessica Rader
10/6/2020 16:15:43 mary baily
10/6/2020 16:19:37 emilie webb
10/6/2020 16:25:02 Sara henderson
10/6/2020 16:30:32 Sara henderson
10/6/2020 16:48:16 Sarah Chenven
10/6/2020 17:17:11 Allen Thayer
10/6/2020 18:02:18 Lorena Maldonado
10/6/2020 18:03:28 Lorena Maldonado
10/6/2020 18:21:07 Hector
10/6/2020 18:22:05 Kamil S. Lopez
10/6/2020 18:22:31 Christopher Garcia
10/6/2020 18:27:34 Dave Frankunas
10/6/2020 18:28:01 Xochitl Parra Ruiz
10/6/2020 18:55:52 Marcus Covert
10/6/2020 19:14:41 Denis Theriault
10/6/2020 19:41:38 Ashley Thurow
10/6/2020 20:28:45 Kathryn Henderson
10/6/2020 20:42:37 Emily Shultz
10/6/2020 21:00:55 Ruth Braunhuber
10/6/2020 21:37:23 Noelle Guest
10/6/2020 21:58:08 Rowan Whitcomb
10/7/2020 0:27:45 Roni Darko
10/7/2020 6:23:22 Chrissy Johnson
10/7/2020 7:25:16 Jennifer Beck
10/7/2020 8:35:23 Jeff Beck
10/7/2020 8:42:18 Melissa Thomas
10/7/2020 12:21:50 Vicki SteubePergiel
10/7/2020 14:43:17 Kylie Menagh-Johnson
10/7/2020 18:40:13 Lynn Moore
10/7/2020 22:33:38 Shelley Gillespie
10/8/2020 6:45:11 Lynn Moore
10/8/2020 10:06:57 Jewel Martin
10/8/2020 13:54:56 Krisha Colombo
10/8/2020 16:26:09 Marcus Taylor
10/8/2020 19:40:23 Erin Niemela
10/8/2020 21:40:07 Lynn Moore
10/9/2020 8:15:11 Le'Ann Duran
10/9/2020 21:31:45 Rachael Seeger

Your Student's School	Your Student(s)'s Grade(s)
Atkinson Elementary	Kindergarten, 3rd Grade
Atkinson Elementary	3rd Grade
Atkinson Elementary	1st Grade
Atkinson Elementary and Roseway Hights Middle	3rd Grade, 5th Grade
Atkinson Elementary	1st Grade
Atkinson Elementary	Kindergarten
Jason Lee	2nd Grade
Atkinson Elementary	3rd Grade
Atkinson Elementary	1st Grade
Atkinson Elementary	3rd Grade, 5th Grade
Atkinson Elementary	2nd Grade
Atkinson Elementary	4th Grade
Atkinson Elementary	3rd Grade, 5th Grade
Atkinson Elementary	3rd Grade
Bridger K-8	2nd Grade
Emily Martínez	2nd Grade
Atkinson Elementary	4th Grade
Atkinson Elementary	3rd Grade
Atkinson Elementary	3rd Grade
Bridger	Kindergarten
Irvington	3rd Grade
Glencoe Elementary	1st Grade
Atkinson Elementary	2nd Grade
Bridger	Kindergarten
Richmond Elementary	2nd Grade
Jason Lee Elementary	4th Grade
Buckman	4th Grade
Bridger	2nd Grade
Creston K-8	2nd Grade
Atkinson Elementary	Kindergarten, 3rd Grade
Alameda	2nd Grade
Creston	2nd Grade, 5th Grade
Vernon	5th Grade
Atkinson	2nd Grade
Sellwood Middle	
Buckman Elementary	1st Grade
Atkinson Elementary	3rd Grade
Atkinson Elementary	1st Grade
Rose City Park	2nd Grade
Atkinson Elementary	Kindergarten, 4th Grade
Skyline	Kindergarten, 3rd Grade
Arleta	2nd Grade, 5th Grade

Arleta	4th Grade
Arleta	Kindergarten
Rose City Park Elementary	2nd Grade
Lincoln elementary	Kindergarten, 5th Grade
Braydon	2nd Grade
Beverly Cleary	5th Grade
Lent	2nd Grade, 5th Grade
charter and we're doing this schedule I fully	1st Grade
Martin Luther king jr	1st Grade, 3rd Grade
Sunnyside environmental	1st Grade
Abernethy	2nd Grade
Marysville, Bridger	Kindergarten, 3rd Grade
woodstock elementary	Kindergarten, 2nd Grade
Bridger	2nd Grade
Scott	1st Grade
Buckman	2nd Grade, 4th Grade
Bridger	5th Grade
Atkinson Elementary	Kindergarten, 2nd Grade
Arleta	2nd Grade, 4th Grade
Atkinson Elementary	3rd Grade
West Sylvan and Lincoln	
Atkinson Elementary	Kindergarten, 2nd Grade
Atkinson Elementary	3rd Grade
Kelly Elementary	1st Grade
Bridger K-8	2nd Grade
Bridger	2nd Grade
Atkinson Elementary	3rd Grade
Rose city park	2nd Grade
Bridger K-8	2nd Grade
Irvington Elementary	2nd Grade, 4th Grade
Grout Elementary	Kindergarten
Vernon	2nd Grade
Beverly Cleary	3rd Grade, 5th Grade
Kinnaman	3rd Grade
Atkinson Elementary	1st Grade
Lent elementary	4th Grade
Rieke	4th Grade
Glencoe Elementary School	1st Grade
Rieke	4th Grade
Laurelhurst School	5th Grade
Abernethy	2nd Grade
Buckman Elementary	2nd Grade
Kelly	2nd Grade

Rieke	4th Grade
Atkinson Elementary	2nd Grade, 5th Grade
Matthew	2nd Grade
Bridger K-8	2nd Grade
Kelly	2nd Grade
King	Kindergarten
Woodstock	2nd Grade, 5th Grade
Atkinson Elementary	3rd Grade
Vernon	Kindergarten, 2nd Grade
Beverly cleary	3rd Grade, 5th Grade
Marysville K-8	1st Grade
Vernon Elementary	Kindergarten, 2nd Grade
Lewis Elementary	1st Grade, 3rd Grade
Atkinson	3rd Grade
	5th Grade
King	Kindergarten
Arleta	Kindergarten, 3rd Grade
Arleta	Kindergarten, 3rd Grade
Richmond	4th Grade
Richmond	4th Grade
Rigler Elementary	Kindergarten
Sunnyside Environmental	4th Grade
Beach	2nd Grade, 3rd Grade
Laurelhurst	1st Grade
Kelly	5th Grade
Bridger K-8	2nd Grade
Atkinson Elementary	2nd Grade
Lewis Elementary	Kindergarten, 2nd Grade
Atkinson	1st Grade
Kelly Elementary	1st Grade, 3rd Grade, 5th Grade
Kelly	Kindergarten, 1st Grade, 4th Grade
Arleta	3rd Grade
Kelly Elementary	2nd Grade
jason Lee	2nd Grade
Atkinson Elementary	5th Grade
Chief Joseph	5th Grade
Laurelhurst School	5th Grade
Buckman Elementary	4th Grade
Richmond elementary	2nd Grade
Laurelhurst School	5th Grade
Atkinson Elementary	2nd Grade
Atkinson Elementary	Kindergarten, 3rd Grade

Rieke Elementary	4th Grade
Bridger	1st Grade
Laurelhurst School	5th Grade
Grout	Kindergarten, 4th Grade
Duniway	2nd Grade, 4th Grade
Atkinson Elementary School	1st Grade
Peninsula Elementary	1st Grade, 3rd Grade
Beach	3rd Grade
Chief Joseph	4th Grade
Atkinson Elementary	3rd Grade, 5th Grade
Chief Joesph	3rd Grade
Rose City Park	2nd Grade
Atkinson Elementary	2nd Grade
Laurelhurst School	5th Grade
Kelly ES	Kindergarten
Creston School	2nd Grade, 3rd Grade
Atkinson Elementary	3rd Grade
Laurelhurst School	5th Grade
Le Monde French Immersion Charter	5th Grade
Rigler Elementary	2nd Grade
Bridger Elementary	2nd Grade
Freja Campbell	1st Grade
Atkinson Elementary	2nd Grade
James John	3rd Grade
Qutama	Kindergarten, 3rd Grade
kelly grade school	1st Grade
Bridger	2nd Grade
Lents	Kindergarten, 1st Grade
Lents	Kindergarten, 1st Grade
Bridger	2nd Grade
Rieke	1st Grade, 3rd Grade
Bridger	4th Grade
Bridger	4th Grade
Bridger Elementary	Kindergarten, 4th Grade
Creston School	3rd Grade
Bridger K-8	2nd Grade
Abernethy Elementary	3rd Grade
Arleta	Kindergarten, 3rd Grade
Bridger K-8	2nd Grade
Llewellyn Elementary	5th Grade
Creston School	Kindergarten
Atkinson Elementary	Kindergarten, 3rd Grade
Bridger K-8	2nd Grade

Bridger	Kindergarten, 4th Grade
Metropolitan Learning Center	Kindergarten
Glencoe Elementary	4th Grade
Atkinson Elementary	3rd Grade
Grout Elementary	Kindergarten, 2nd Grade, 5th Grad
Bridger K-8	2nd Grade
Bridger K-8	Kindergarten
Atkinson Elementary	1st Grade, 4th Grade
Bridger	3rd Grade
Bridger	4th Grade
Scott	Kindergarten
Faubion	1st Grade
Marysville	Kindergarten, 3rd Grade
Lent Elementary School	2nd Grade, 5th Grade
Faubion	4th Grade
Marysville elementary	Kindergarten, 2nd Grade
Bridger	Kindergarten, 4th Grade
Chief Joseph	4th Grade
Beach elementary	Kindergarten, 4th Grade
Beach Elementary	4th Grade
Beach elementary	1st Grade, 4th Grade
Marysville	3rd Grade
Atkinson Elementary	3rd Grade
Atkinson Elementary	2nd Grade
Beach Elementary	4th Grade
Boise	1st Grade
Marysville	2nd Grade
Dylan Trussell	2nd Grade
Micah and August Dang	2nd Grade, 5th Grade
Grout	2nd Grade
Grout Elementary	2nd Grade
Grout Elementary	1st Grade
Daniel Grout Elementary	Kindergarten, 2nd Grade
Grout Elementary	Kindergarten, 2nd Grade
Grout Elementary	Kindergarten, 2nd Grade
Beach elementary	1st Grade, 4th Grade
Grout Elementary School	Kindergarten, 4th Grade
Grout Elementary	1st Grade
Grout	2nd Grade
Grout Elementary School	1st Grade
Grout Elementary School	1st Grade
Grout	5th Grade
Grout	2nd Grade

Grout Elementary	3rd Grade
Daniel Grout Elementary	2nd Grade
Grout	1st Grade, 4th Grade
Grout	2nd Grade
Grout Elementary	5th Grade
Stephenson	2nd Grade
Stephenson Elementary	5th Grade
Stephenson	2nd Grade
Stephenson	2nd Grade, 3rd Grade
Beach elementary	1st Grade, 4th Grade
Grout Elemnetary	Kindergarten, 2nd Grade
Marysville	1st Grade
James John	3rd Grade
Stephenson	Kindergarten
Stephenson elementary	2nd Grade, 4th Grade
Daniel Grout Elementary	2nd Grade
Capitol Hill Elementary	4th Grade
Capitol Hill Elementary	4th Grade
Beach Elementary	3rd Grade
Grout Elementary	4th Grade
Grout	2nd Grade
Grout	Kindergarten, 3rd Grade
Grout	Kindergarten, 3rd Grade
Grout Elementary School	1st Grade
Grout Elementary	Kindergarten, 4th Grade
Grout	Kindergarten, 1st Grade
Vernon	Kindergarten
Grout Elementary	Kindergarten, 4th Grade
James John Elementary	Kindergarten, 3rd Grade
Grout	1st Grade, 4th Grade
Sunnyside	Kindergarten
Atkinson	3rd Grade
Stephenson Elementary	Kindergarten
Stephenson Elementary	2nd Grade
Bridger K-8	Kindergarten, 2nd Grade
bridger	Kindergarten, 2nd Grade
Bridger	Kindergarten, 2nd Grade
Bridger Elementary	Kindergarten, 2nd Grade
Grout	2nd Grade
Grout Elementary	2nd Grade
James John Elementary	3rd Grade
James John Elementary	2nd Grade, 4th Grade
James John Elementary	3rd Grade

James John	3rd Grade
Rieke	5th Grade
Grout Elementary	2nd Grade, 3rd Grade
james john	2nd Grade
Sitton elementary	2nd Grade
Sitton elementary	2nd Grade
Grout Elementary	5th Grade
Grout Elementary	1st Grade, 4th Grade
Lents	4th Grade
Lents	4th Grade
Hector E. Lopez	3rd Grade
James John	3rd Grade
Lent k5	3rd Grade
Lent K-8	Kindergarten, 3rd Grade
James John	2nd Grade, 4th Grade
Skyline	4th Grade
Portland Play Project (providing childcare and manag	Kindergarten
James John	2nd Grade
James John	1st Grade
Grout	2nd Grade
James John Elementary	3rd Grade
MLC	2nd Grade
Lents Elementary	4th Grade
Lent	1st Grade, 4th Grade
James John	4th Grade
James John Elementary	4th Grade
Lent	1st Grade, 3rd Grade
James John Elementary	3rd Grade
Glencoe	4th Grade
Bridger K-8	Kindergarten, 2nd Grade
James John	3rd Grade
Bridger K-8	Kindergarten, 2nd Grade
woodlawn	5th Grade
Stephenson	Kindergarten, 2nd Grade, 5th Grad
Bridger	2nd Grade
James John	5th Grade
Bridger K-8	Kindergarten, 2nd Grade
Grout Elementary	1st Grade
Oliver P Lent	Kindergarten, 3rd Grade

ɜ

le

e

From:	Kellen Strickland
To:	StateBoard Public Email
Subject:	In-person Education Option Needed Now
Date:	Friday, October 2, 2020 10:44:45 AM

Hello,

I am a mother of three--ages 4, 7, and 9--petitioning for our schools to have an in-person option available NOW. My four major points for you to consider are listed below:

1. We know, scientifically, that this disease is not as deadly as anticipated in children, that they are almost never index cases, and that more children have died from the traditional flu than from COVID-19 since March. Further, there are very few instances where adults have contracted the disease from a child even when living in the same home. Our teachers will be more at risk from each other or going to the store than they will be from the kids.

2. The known cost to children without adequate parental support during the day is UNACCEPTABLE. Children of color, children of single parents, and children living in poverty are those MOST IMPACTED NEGATIVELY by having our schools closed. The gap between the "haves" and the "have nots" is RAPIDLY growing because of the decision to keep kids out of school. The *potential* cost of children getting COVID is high, but the KNOWN cost of children with very little getting even less is MUCH GREATER!

3. Teachers are ESSENTIAL WORKERS. This equates to all of our other essential workers--healthcare workers, grocery store clerks, and restaurant servers. Any work that can EFFECTIVELY be done from home should be. All work that cannot EFFECTIVELY be done from home must be done IN PERSON. Online distance learning is NOT EFFECTIVE for *every* child. It is a perfectly reasonable option to keep available for the children/families and teachers for which it is a good fit.

4. We can practice prudence with sanitization practices, hand-washing, masks, and distancing to limit the spread of the disease. We can also temporarily shut down individual schools if a *large* outbreak happens. Having said that, I would say that 1-2 cases in a school is NOT reason to shut down the education of hundreds of kids.

Our schools need to re-open, and they need to re-open NOW!

Kellen Strickland, BSN, RN
Clinical Nursing Manager
Mother of three

CDC indicators and thresholds for risk of introduction and transmission of COVID-19 in schools

INDICATORS	Lowest risk of transmission in schools	Lower risk of transmission in schools	Moderate risk of transmission in schools	Higher risk of transmission in schools	Highest risk of transmission in schools
CORE INDICATORS					
Number of new cases per 100,000 persons within the last 14 days*	<5	5 to <20	20 to <50	50 to ≤ 200	>200
Percentage of RT-PCR tests that are positive during the last 14 days**	<3%	3% to <5%	5% to <8%	8% to ≤ 10%	>10%
Ability of the school to implement 5 key mitigation strategies: • Consistent and correct use of masks • Social distancing to the largest extent possible • Hand hygiene and respiratory etiquette • Cleaning and disinfection • Contact tracing in collaboration with local health department Schools should adopt the additional mitigation measures outlined below to the extent possible, practical and feasible.	Implemented **all 5** strategies correctly and consistently	Implemented **all 5** strategies correctly but inconsistently	Implemented **3-4** strategies correctly and consistently	Implemented **1-2** strategies correctly and consistently	Implemented **no** strategies
SECONDARY INDICATORS					
Percent change in new cases per 100,000 population during the last 7 days compared with the previous 7 days (negative values indicate improving trends)	<-10%	-10% to <-5%	-5% to <0%	0% to ≤ 10%	>10%
Percentage of hospital inpatient beds in the community that are occupied***	<80%	<80%	80 to 90%	>90%	>90%

Percentage of intensive care unit beds in the community that are occupied***	<80%	<80%	80 to 90%	>90%	>90%
Percentage of hospital inpatient beds in the community that are occupied by patients with COVID-19***	<5%	5% to <10%	10% to 15%	>15%	>15%
Existence of localized community/public setting COVID-19 outbreak****	No	No	Yes	Yes	Yes

*Number of new cases per 100,000 persons within the last 14 days is calculated by adding the number of new cases in the county (or other community type) in the last 14 days divided by the population in the county (or other community type) and multiplying by 100,000.

**Percentage of RT-PCR tests in the community (e.g., county) that are positive during the last 14 days is calculated by dividing the number of positive tests over the last 14 days by the total number of tests resulted over the last 14 days. Diagnostic tests are viral (RT-PCR) diagnostic and screening laboratory tests (excludes antibody testing and RT-PCR testing for surveillance purposes). Learn more on the Calculating Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) Laboratory Test Percent Positivity: CDC Methods and Considerations for Comparisons and Interpretation webpage.

***Hospital beds and ICU beds occupied: These indicators are proxies for underlying community burden and the ability of the local healthcare system to support additional people with severe illness, including those with COVID-19. A community can be defined at the city, county or metro area level; federal analyses of hospital utilization rates within a community are typically conducted at the core-based statistical area (e.g., by metropolitan or micropolitan status).

**** Sudden increase in the number of COVID-19 cases in a localized community or geographic area as determined by the local and state health department.

From:	Kelly Vlach
To:	info@courtneyfororegon.com; colt.gill@state.or.us; nik.blosser@oregon.gov; HOWARD Kimberly - STBD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; COLONNA Jerome - STBRD; SCURLOCK Jennifer - STBRD; VELIZ Anthony - STBRD; SIEGEL Marc - ODE; ODE Frontdesk; meg.boyd@state.or.us; Betsy.devos@ed.gov; john.larson@oregoned.org; HAGEN ALLYSON; patrick.allen@dhsoha.state.or.us; dean.e.sidelinger@dhsoha.state.or.us
Subject:	Re: Virtual Town Hall Confirmation
Date:	Sunday, October 11, 2020 9:10:37 AM

I am insanely disappointed in this so called "town hall". There is clearly no one looking at the actual evidence and scientific data regarding schools reopening. You are not only not looking at it, you must be blatantly disregarding it because I know this data has been provided to Ms. Brown, OHA and OEA time and time again.

I believe in following the science and our health professionals' advice to keep our kids and teachers safe. I believe said science and advice points to a safe return to school immediately. The following information was presented to Mr. Gill (and others) prior to the town hall. The only logical explanation for Oregon completely disregarding the science is that our children are being used as pawns in a sick political game.

1) Dr. Fauchi recommends schools to reopen
2) CDC reports 99.95%+ survival rate for those under 69 years old
3) Many studies across the globe support "no link between schools reopening and Covid-19 spread"

This is only a very small slice of the scientific data available that supports the reopening of our schools. There is also a laundry list of other statistical data in regards to mental health, suicide, abuse, neglect - All of which are having a devastatingly more dramatic effect on our kids than Covid-19. Just last week, in my county alone, there were two teen suicides.

Please do better.

Please set politics aside and advocate for our kids and teachers to return to the classroom where they belong.

Our teachers and children are bearing the brunt of this issue at the moment.

Your through evaluation of the metrics is appreciated and I am hopeful we can come to a solution that satisfies all sides.

Do the right thing.

Respectfully,

Kelly Vlach
Mother of three
Founder of "Open Bend LaPine Schools" Facebook group which represents 1900 followers

Supporting documents:

Dr. Fauci sides with President Trump on reopening schools after telling teachers they'll be 'part of the experiment'

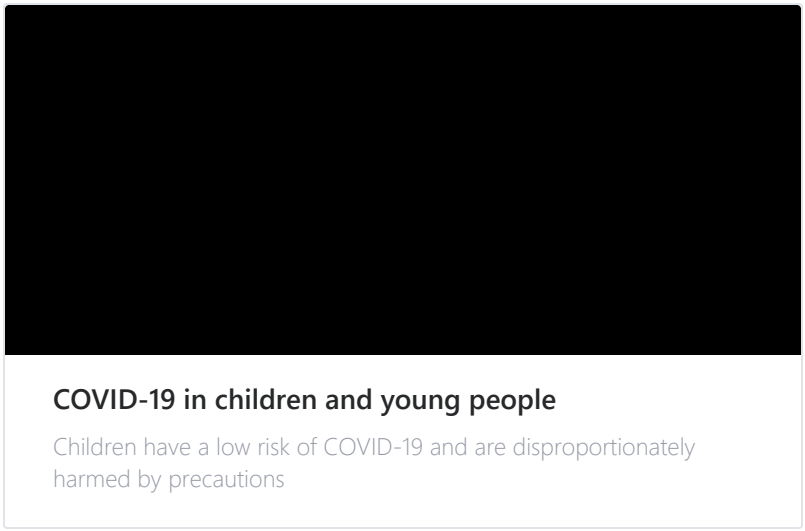
No Link Between School Reopenings and Surge in Coronavirus Cases

California sees no link from school openings to virus spread

No link between schools reopening and COVID-19 spread, global study finds

No link between schools and coronavirus infection rates, global analysis suggests

COVID-19 in children and young people



On Saturday, October 10, 2020, 11:53:42 AM PDT, Courtney Neron <no-reply@zoom.us> wrote:

Hi kelly vlach,

Thank you for registering for "Virtual Town Hall".

Please submit any questions to: info@courtneyfororegon.com

Date Time: Oct 10, 2020 11:00 AM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: Click Here to Join
Passcode: 228812
Note: This link should not be shared with others; it is unique to you.
Add to Calendar Add to Google Calendar Add to Yahoo Calendar

Or iPhone one-tap
US: +16699006833,,89125177705# or +12532158782,,89125177705#
Or Telephone:
Dial(for higher quality, dial a number based on your current location):
US: +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 929 205 6099 or +1 301 715 8592 or +1 312 626 6799
Meeting ID: 891 2517 7705
Passcode: 228812
International numbers available: https://us02web.zoom.us/u/kcHZ9hXow3

You can cancel your registration at any time.

From: Kelly Vlach
To: info@courtneyfororegon.com; colt.gill@state.or.us; nik.blosser@oregon.gov; HOWARD Kimberly - STBD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; COLONNA Jerome - STBRD; SCURLOCK Jennifer - STBRD; VELIZ Anthony - STBRD; SIEGEL Marc - ODE; ODE Frontdesk; meg.boyd@state.or.us; Betsy.devos@ed.gov; john.larson@oregoned.org; HAGEN ALLYSON; patrick.allen@dhsoha.state.or.us; dean.e.sidelinger@dhsoha.state.or.us
Subject: Please do your homework on the science
Date: Monday, October 12, 2020 9:51:22 AM

Science and Large-Scale Data Collection Support Safe Return to Schools

We now know much more about COVID spread and transmissibility in children than we did even in the summer of 2020. Multiple scientific studies and large-scale data collections of reopened schools have concluded that not only are children of little risk in becoming seriously ill with the virus, but they are also not transmission vectors, either to other children or to adults. World-wide, scientists, doctors, health experts, and epidemiologists now agree that closing schools indiscriminately is not the solution, instead strongly urging schools to reopen:

1. WHO Backflips on Virus Stance by Condemning Lockdowns, October 12, 2020, at: https://www.news.com.au/world/coronavirus/global/coronavirus-who-backflips-on-virus-stance-by-condemning-lockdowns/news-story/f2188f2aebff1b7b291b297731c3da74Major policy change from World Health Organization, now stating that lockdowns do more harm than good

2) Health Experts Join Global Anti-Lockdown Movement, BBC News, October 7, 2020, at: https://www.bbc.com/news/health-54442386?fbclid=IwAR1TvlYASD30vxeyawLSvlHrVnJtX-ZhHKCfFCHKRcnuBqkziq0kWdh_2HY

- Discussing disastrous effect of long-term school lockdown on children

3) Schools Aren't Super-Spreaders, The Atlantic, October 9, 2020, at: https://www.theatlantic.com/ideas/archive/2020/10/schools-arent-superspreaders/616669/

- Relying on data collected from 200,000 students in 47 states, showing that infection rate is 0.13 percent among students and 0.24 percent among staff.
- Even in high-risk areas of the country, the student rates were well under 0.5%.

4) The New York City Schools That Didn't Close, New Yorker, September 24, 2020, at: https://www.newyorker.com/news/our-local-correspondents/the-new-york-city-schools-that-didnt-close

- Discussing how NYC's very large emergency childcare program (ages 5-11), running from April – August 2020 in schools, had virtually no COVID spread

5) Reopening Primary Schools During the Pandemic, September 3, 2020, at: https://www.nejm.org/doi/full/10.1056/NEJMms2024920?query=TOC&fbclid=IwAR0oH3lZTLFeNuHTs0tyPlWr0KVgpvwRTfyZ1uR10t4AeGWnG5WZZIPxOiM

- Finding that children's susceptibility and infectiousness is very low in the school setting, and strongly encouraging safe reopening of schools (children 5-12).

6) Age-dependent effects in the transmission and control of COVID-19 epidemics, Nature, June 16, 2020, at: https://www.nature.com/articles/s41591-020-0962-9

- Peer-reviewed study finding that interventions aimed at children (i.e., school closures) have a relatively small impact on reducing SARS-CoV-2 transmission

In contrast, the injuries imposed on continued school lockdown for children are immense. These traumas include increased danger of abuse and neglect for at-risk children; hunger and food insecurity; plummeting attendance from low-income children; toxic stress caused by remote schooling; failure to meet mandatory IEP plans for children with special education needs; lack of appropriate schooling for children with disabilities; and skyrocketing suicide rates and mental health issues for children and teens. Long-term school closures are simply disastrous for children:

1. Remote Schooling is Putting Kids Under Toxic Stress, Wash. Post, Oct. 10, 2020, at:

https://www.washingtonpost.com/outlook/2020/08/10/remote-school-toxic-stress/?fbclid=IwAR1TvlYASD30vxeyawLSvlHrVnJtX-ZhHKCfFCHKRcnuBqkziq0kWdh_2HY

- Describing the tremendous suffering of pediatric patients nationwide who are struggling with remote schooling options, and the mental health strain this imposes on both children and parents.
- Also noting that children most affected by school closures are disproportionately low-income students of color.

2) Child Abuse and Neglect Cases Up Nearly 80% Amid Coronavirus, KUSI San Diego, October 2, 2020, at: https://www.kusi.com/child-abuse-and-neglect-cases-up-nearly-80-amid-coronavirus-pandemic/

- Highlighting skyrocketing cases of child abuse and neglect now that schools are closed for the long term.

3) New Findings on Children's Mental Health During COVID-19, Psychiatric Times, Oct. 7, 2020, at: https://www.psychiatrictimes.com/view/new-findings-children-mental-health-covid-19?fbclid=IwAR2ZF7p3LG9uQ_dWhUK-OEKo3k0sDRsvf6L21jzU1liuTbr7cAuO0DOAfiQ

- Very high worldwide rates of depression and anxiety among children and teens who are unable to return to school

4)As School Returns, Kids with Special Needs Are Left Behind,NY Times, Sept. 16, 2020, at: https://www.nytimes.com/2020/09/16/parenting/school-reopening-special-needs.html

- Highlighting how disabled and special needs children have been completely left behind by CDL, and how little has been done to remediate this, despite clear FAPE and IDEA violations

5) Enrollment for School is Dropping Around the Country, NPR, October 9, 2020, at: https://www.npr.org/2020/10/09/920316481/enrollment-is-dropping-in-public-schools-around-the-country?utm_source=facebook&utm_medium=news_tab&utm_content=algorithm&fbclid=IwAR0oH3lZTLFeNuHTs0tyPlWr0KVgpvwRTfyZ1uR10t4AeGWnG5WZZIPxOiM

- Describing how the failure of lower-income children to attend primary school will strongly exacerbate existing inequalities

Ultimately, this "one size fits all" school lockdown, imposed on virtually all of Oregon schools despite location, size, school return plans, district, or county, is doing far more harm than good. The ramifications from these extremely low school-return metrics will be felt by our children for years to come. We urge you to reconsider the metrics and allow a local, district-led determination of when schools are capable of opening in a safe and socially-distanced manner, weighing all interests equally.

From:	luvela@aol.com
To:	StateBoard Public Email
Subject:	Oregon"s kids falling behind
Date:	Monday, October 12, 2020 7:52:34 AM

To Whom it may concern-

I am writing to urgently request that when you meet on October 15th you eliminate, or at least modify, the restrictive and unrealistic state mandates that are keeping Oregon's kids out of live school. Continuing to keep Oregon's kids out of live school while most of the country is back to teaching kids in-person is a form of subjugation that will effect Oregon's kids for the rest of their lives. If things continue, our kids will NOT be competitive when applying to colleges, limiting opportunities for advancement and employment in the future. Our kids are experiencing unprecedented mental stress, particularly from being denied the ability to learn from live, caring teachers and from being denied social interaction at this most important, coming-of-age, time in their lives. I hear regular "horror stories" regarding young children, in the prime of their learning years, spending 10-15 minutes total per day in on-line school while children of the same age in other states are obtaining 5 full days of school each week! The time they have missed from school is gone and can not be made up.

Please carefully review the data demonstrating that the survival rate children under 19 years of age is 99.99% . Please do not train an entire generation to live in fear. Covid-19 may continue to spread through our communities, we can manage this by allowing our school leaders and educators to use common-sense and more general guidelines as they work to safely educate in their unique populations. There is no "one size fits all" concept in this situation. Please trust your school leaders and teachers!

The State of Oregon is currently letting us down and significantly hurting an entire generation of children . I am pleading with you to consider these concerns as you make further decisions regarding educating children in our state.

Thank you for your time,

Kerri Vela
Corvallis, OR

From: Kim Harroun
To: Kim Harroun
Subject: Inequities with Distance Learning.
Date: Tuesday, September 29, 2020 9:28:30 AM

Good morning,

We all understand that distance learning is affecting all communities around the State of Oregon. There are varying challenges and struggles that all families will face. The current events have shown us the unrest in regards to racial inequities and fighting for people of color. I find it extremely disappointing that with the current unrest revolving around this, that we are STILL not opening our schools in our best efforts to serve these children. The Oregon Early Learning Division blatantly proclaims on their website:

“The fact that schools in Oregon are not yet able to operate in-person instruction has a disparate impact on working families in rural communities and communities of color,” said Calderon. “Prior to this emergency, these communities lacked enough affordable, quality child care supply to meet the demand, preferences, and scheduling needs of families. The longer it takes for school to resume in person, particularly at the elementary level, the greater the risk we face as a state of exacerbating racial, educational, and economic inequities.”

Speaking directly to a Teacher from North Salem High School, in regards to the demographic and population of children he teaches (this community is mostly lower income, minorities), he stated that: "The Spring distance learning was very sad and unfortunate. My kids need me and they need to be in school. I am dying to get back in the classroom. The turn out for distance learning was extremely poor, less than 10% of the kids participated. Not because they didn't want to, but because they do not have the means to do so. They lack the technology, the hardware and the support at home."

Schools need to be open. These kids are going to get left behind and abandoned, therefore creating an even greater racial, education, and economic inequity. This alone, is reason to open schools in our State.

--

Kim Harroun

Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and

destroy all copies of the original message.

From: Kim Harroun
To: Kim Harroun
Subject: Enrollment numbers Dropping.
Date: Friday, October 9, 2020 11:17:57 AM

I understand why.

Cami repeatedly has assignments that won't submit and gives her a "no authentication" error or she gets F's on things she actually scored an A on.

Molly gets dropped from classes several times daily and today shes getting a "your account is temporarily unavailable" error and no one knows how to help her.

In just one class- she found out she missed a pop quiz and 4 new assignments..... in just ONE class!!!

I'm getting very little of my own work done from trying to help them figure all of this out.

I'm seriously starting to consider an alternative.

--

Kim Harroun



Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

From: Kim Harroun
To: Kim Harroun
Subject: Issues are SKYROCKETING.
Date: Friday, October 9, 2020 11:47:54 AM

Subject: Oregon state metrics
Date: Friday, October 9, 2020 11:46:49 AM

I spent yesterday evening comparing and breaking down Oregon's metrics compared to the other 3 states with statewide metrics... it's pretty appalling....

In New Mexico schools can open if they have less than 128 cases in 2 weeks, which means 168 cases in 3 weeks. Their metrics require under 8 cases per day for 14 days per 100,000.

If we had Hawaii's metrics, a county could open hybrid to grades k-3 if they had under 525 cases per 100,000 in 3 weeks time, (compared to 90) and open FULL TIME to ALL GRADES if we had less than 75 cases in 3 weeks, per 100,000. (Compared to 30) If an island has less than 35 cases per 10,000 for 2 weeks, schools can partially open to grades k-6. If they have less than 5 cases per 10,000 for 2 weeks, all schools and grades can open full time.

In comparing Oregon to California, a county in California can open for in person instruction if the county averages less than 7 cases a day for 2 weeks and is under 8% positivity. For grades k-6 counties can apply for a waiver if they are below 200 cases per 100,000 for 14 days. If Oregon adopted these metrics, a county could open schools to all grades if they had less than 147 cases in 3 weeks (per 100000) and grades k-6 if they had less than 300 in 3 weeks.

So, you'll have to excuse me questioning Governor Brown's and Colt Gill's (head of ODE) claim that 'their #1 priority is to get kids back school'.

--

Kim Harroun



Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

From: Kim Harroun
To: Kim Harroun
Subject: Issues are SKYROCKETING.
Date: Friday, October 9, 2020 11:47:54 AM

I care about our kids' education. But I care MORE about the other issues they are dealing with. Abuse, drugs, drinking, porn, suicide, depression, bullying. These are a much greater threat to our children than falling a bit behind academically. These issues are SKYROCKETING with this "pandemic" and lockdown. These are the reasons I will continue to push and fight to get our kids in school.

https://www.washingtonpost.com/education/2020/04/30/child-abuse-reports-coronavirus/

--

Kim Harroun



Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

Subject: LET OUR KIDS BACK INTO THE CLASSROOMS
Date: Friday, October 9, 2020 11:48:37 AM

★ REMOTE LEARNING IS INSUFFICIENT ★
Constant technical issues, frustrated teachers and sad students of every grade level (All of Oregon's 400,000+ Public Education Students) sitting alone and staring at a screen that may or may not be working is NOT EDUCATION, but rather DETRIMENTAL in many ways:

1. MENTAL HEALTH (depression, isolation, suicide, managing unmet expectations)

2. LACK OF RESOURCES (disparity in education assistance received at home, lack of adult supervision with majority of parents working outside of the home, lack of tech support for younger learners without adults at home during school hours, lack of mandatory reporters)

3. QUALITY OF EDUCATION (online school, extreme and unhealthy amounts of screen time. In a study by the National Institute of Health, kids who spend more than two hours a day on screens scored lower on thinking and language tests) Screen Time Lowers Test Scores In Kids WE ARE LEAVING KIDS BEHIND

4. SCHOOLS PROVIDE A SAFE PLACE (the heartbreaking reality is that numbers continue to rise on children suffering from PHYSICALLY ABUSED, EMOTIONALLY ABUSED, SEXUALLY ABUSED IS SICKENING. THIS STATISTIC ALONE should make our Governor and Superintendent RUN to the schools and SWING THE DOORS WIDE OPEN) Child Abuse Reports Drop 70% First Month Of Oregon School Shutdowns (doesn't mean there's no abuse...it's just going unreported) Our Children NEED our help!

6. SCHOOL SPORTS, CLUBS, EXTRA CURRICULAR ACTIVITIES (withholding school sports and other activities from our students is absurd, yet colleges, city leagues, etc. are allowed? Kids NEED sports, kids NEED choir, kids NEED band, kids NEED to be eating together in the cafeteria, kids NEED to be walking the hallways, kids NEED to be playing with other kids on the playground at recess, kids NEED after school clubs, KIDS NEED EACH OTHER and KIDS NEED TEACHERS IN THE SAME ROOM AS THEM!

★ TIME'S UP! LET OUR KIDS BACK INTO THE CLASSROOMS ★

We can no longer sit and wait for things to improve, for certain (UNATTAINABLE) "metrics" to be met, or even for every teacher and every parent to agree on when they believe the safest time to return to school is. The cycle will not end. It will continue to be drug out for many more months. More kids will fall behind in school, will go hungry, will commit suicide, will shut down emotionally, and will ultimately slip through our fingers. Our school-aged children will continue to suffer due to our silence, until we are willing to lend our voices!

--
Kim Harroun

Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

From:	Kim Harroun
To:	Kim Harroun
Subject:	Unacceptable disservice to our children.
Date:	Tuesday, September 29, 2020 9:28:49 AM

To Whom it may concern,

As the State of Oregon endures the start of "Comprehensive Distance Learning", the anxiety, stress and heartbreak becomes more and more heavy for parents. Students are depressed, deflated and missing their routine. Our children's mental, physical and emotional health will suffer from this. Working parents are trying to navigate how they will "do it all" to make it the best possible experience and achieve quality education, for multiple children at varying age ranges, while continuing to work and provide for their families. We. Can't. Do. It. All.

Moms have been flexible, go-with-the-flow and trying to stay optimistic since March. The Spring was not a success, albeit we understand that teachers were thrown a curve ball with little/no time to prepare. They did the best they could and we appreciate that. We waited patiently and anxiously to hear news on the return to school in the Fall, only to hear more disappointing news with unrealistic outlines for teachers/schools and impossible metrics to meet for in person learning. But moms have been quiet. Frankly, we have been too quiet and we have been too nice. That won't be the case much longer. I assure you, once these momma bears see their children frustrated, upset, struggling and depressed with their "new reality", they won't stand for it. We all understand the need to keep our teachers and our children safe, with appropriate responsibility being taken on both sides – from the schools and from the parents.

The State of Oregon bears the responsibility to provide adequate public education to our children. To ALL of Oregon's children – the underserved, the lower income population, minorities, children who do not have the technology/resources for distance learning or the support at home. It's infuriating that Recreational Marijuana stores, bars, gyms and other non-essential places can be open, but we can't open our schools. Classrooms have doors that can be closed and maximum occupancy that can be maintained, just exactly how a liquor store operates. The grocery store is the most disgusting environment there is, with all age ranges (the older population is more likely to spread COVID-19 versus the young, according to the CDC.), with no Health pre-screening protocols and poor sanitation processes that have gotten laxer as time goes on. Governor Kate Brown is OK with 800 shoppers being in Costco (I know these numbers, my husband works for Costco) warehouse with no windows, no temperature screen/health check, who likely are not 6' apart majority of the time, but 15-20 kids cannot sit socially distanced in a classroom?

Schools should follow what Medical/Dental offices are doing and haven been doing during this entire pandemic. Our Practice has remained open throughout this entire ordeal and we have not had a single person become ill. We do not allow persons in the office who are ill or who think they may be ill. Pre-screen students and teachers with health questionnaires. No one comes if they are sick. Temperature checks upon arrival. Educate everyone on cough/sneeze etiquette, give each other space and proper hand hygiene. Don't touch your face. Follow proper sanitization protocols.

These simple steps have kept us safe for years and continue to keep us safe. We have to find something sustainable for our schools. What we are doing now is not sustainable.

I find it discouraging and disappointing that teachers are so fearful and petrified to return to work and that the Governor will not let those who are willing, return by their own choice. I know quite a few teachers who are not afraid and they desire to be back in the classroom as much as we want our kiddos there. Education is deemed essential in their book, just like medical offices, pharmacies and grocery stores. It's discouraging to those of us who have been working this entire time, caring for our communities, because they need us, but some teachers and apparently the Government, don't think what we are doing is safe enough for them to return and they won't even try for the kids. That bears the final question: WHEN will it be safe enough to return? It seems like it will always be something at this point. What will it take to provide a stable, proper, in person education that our children deserve? Again, we have to find something sustainable.

I appreciate those of you who are working diligently and tirelessly to get our children back in our schools. The constituents will not be quiet much longer and I hope they are not. Our children deserve better and we will let our voices be heard.

Regards,

Kim Harroun

--

Kim Harroun



Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

From:	Kim Harroun
To:	Kim Harroun
Subject:	The End of the Working Mom - Affecting Healthcare Industries.
Date:	Tuesday, September 29, 2020 9:31:41 AM

To Whom it may concern,

I am sending this letter in response to the announcement yesterday from Governor Kate Brown and the Oregon Department of Education. This letter is being sent in hopes of having my voice heard, my family's voices heard and also my Practice's (Employers) voice heard. I appreciate that there will be a council established that will address these types of letters, however, I have not been able to find any contact information for this council? So here I am.

I wholeheartedly appreciate efforts to keep everyone safe. However, the outlines noted in the "Ready Schools, Safe Learners Guidance" have me extremely concerned for my child's education, academic focus, mental health and overall school experience. The statistics have shown that children are not the demographic who are most affected by this virus. Those who are immune compromised should certainly have the option to wear a mask, I understand teachers are potentially susceptible. However, it truly seems like an undue hardship to implement and enforce some of the guidelines noted in the guidance document. Disinfecting, hand hygiene and cough etiquette, yes. Anything above and beyond at this point, seems to be an extreme distraction from the whole point of being at school, education. Learning.

I also understand that having a backup plan is best, in case you need to use it. Virtual learning/distance learning. Great! But this should not be the primary means of education. As Practice Administrator for four Oral & Maxillofacial surgeons, operating in three cities, we have seen first-hand how virtual learning/distance learning has adversely affected our workforce - primarily women. How are full time working parents supposed to also be part time/full time Educators? Very difficult, even though Moms are determined to do it all. Let's also not forget: The Families First Coronavirus Protection Act.

"Up to an additional 10 weeks of paid expanded family and medical leave at two-thirds the employee's regular rate of pay where an employee, who has been employed for at least 30 calendar days, is unable to work due to a bona fide need for leave to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19."

Businesses and employees of these businesses have been through enough and everyone is struggling to earn or provide an income to support families. How are we supposed to cover these additional costs, as a business, when come Fall, my workforce (mostly women), are forced to take time off and be home with their kids because they aren't physically at school and there are no after school programs offered? I can only imagine the stress and hardship this will pose for working parents, who just came back from lay off, only to be forced to miss work again and have their livelihood affected yet again.

I truly hope that the 2020-2021 school year is not so dramatically affected as it seems it will be at this point. I hope the voices of all the communities in Oregon are heard and that scientific data is analyzed, with the primary focus being on our children's education and getting them back into the classrooms they know and love. So many lives are affected by this and I hope we can all come together and move forward with resuming "normal" activities in Oregon.

--

Kim Harroun



Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

From:	Kim Harroun
To:	Kim Harroun
Subject:	We are NOT "All in this together" - It"s every Family for Themselves.
Date:	Tuesday, September 29, 2020 9:33:03 AM

First let me say how much I recognize and appreciate the work that countless administrators, teachers and staff have done throughout the summer under constantly changing variables to bring about some sense of “normal” for our students this Fall. That said, I continue to be disheartened that Oregon insists on taking the most conservative stance possible toward returning to school and extracurricular activities.

I keep hearing that these decisions are being made to ensure equity, but what does that mean, exactly? My neighbor is an elementary school teacher. The five children who did not check in on the first day of school were her most at-risk students. She spent an hour on the phone with one family and a Swahili translator that day trying to help the family navigate the new technology in a foreign language.

If we as a community can decide that it is safe enough to gather in large numbers to fight for social justice -- and I believe that it is -- how can we not find a way to make it safe enough to educate our children in person? Have we decided that protesting is an acceptable risk, but providing an appropriate learning environment for our children is not? That our vulnerable and marginalized students are worth fighting for in the streets but not in the classroom? What message are we sending our children?

“Schools are highly unequal. But the ability of families to provide education is even more unequal,” says Richard Kahlenberg, director of K-12 equity at The Century Foundation, a progressive think tank.

I am heartsick over the number of my son’s friends and teammates who have withdrawn their enrollment from the district in favor of more established online charter programs, homeschooling, private school or even neighboring public school districts which are less diverse. This is no way to cultivate a healthy community. We are not “doing this together.” **It’s every family for itself**. Those with means to host “learning pods” or off-book sports practices are doing so, and those without the means and connections are left out. Some families have even left the state so that their children can participate in sports and classes. Oregon’s loss is Idaho’s gain. What will happen to our district funding next year with all of these defections?

For some of my son’s teammates, sports represent the ONE stable element in their life – their teammates are like brothers, their coaches like critically important father figures. I fear we have lost some kids during this moratorium and I’m not sure we’ll get them back. Without extracurricular activities, many kids lack the motivation to engage in school.

The metrics cited in the Ready Schools, Safe Learners guidelines are excessively restrictive and -- in terms of a rapidly evolving pandemic response -- outdated. Even countries such as France(2) and Germany(3) which are cited as low target benchmarks in the guidelines(4) have opened schools and returned students to in person learning this fall despite rising case numbers across the region.

1. https://time.com/5885106/school-reopening-

coronavirus/ https://www.france24.com/en/20200901-back-to-school-for-students-across-europe-amid-worries-over-covid-spike

2. https://www.washingtonpost.com/world/2020/08/12/germany-return-to-school-coronavirus-fears-optimism/

3. Version 3.7.5 p23

Leaders in these countries are not making these decisions lightly, and contingency plans are in place. But there is no question that children and teachers need to return to school and all of their collective energy is focused on how to enable them to do so safely. Instead of bowing to all of the "No's," these communities are focused on getting to "Yes."

In our community right now stores are open. Daycares are open. Restaurants are open. The fact that schools remain closed is baffling. If we can open our buildings to the YMCA to offer K-5 childcare, why can't we open our schools for K-5 instruction?

How can we get to Yes? Many private facilities have retrofitted their spaces to enable "learning pods" for students whose parents must work. This is a great solution for families who can afford a private club membership to begin with but it is another example of the learning and access gap growing from our current approach, rather than shrinking or even breaking even. Can we get kids back to in-person learning in our public schools and partner with some of these facilities for extra space and supplies if needed?

Can we retrofit our campuses to ensure students and teachers people maintain as much physical distance as possible? Can we bring in extra sanitizing stations like I saw on every street corner in West Yellowstone, MT this summer? Can we enact daily temperature checks for students just like doctor's offices and sports facilities are doing? How can we utilize the new online curriculum and delivery platform for those too ill to attend in person (and have this be the exception rather than the rule)?

I want to make clear that I supported and appreciated the quick response by state and Tigard-Tualatin district leadership in the spring. I believe that such action undoubtedly saved lives and protected our healthcare systems from being overrun. However, after citizens all banded together and successfully "flattened the curve," the state changed the terms of the agreed-upon social contract. **Oregon is currently nowhere near hospital capacity and maintains one of the lowest COVID infection and death rates in the nation, despite over 100 straight days of mass gatherings in our largest city**.

I have appealed to my school district leadership to apply pressure on the state to allow earlier return to in person learning, especially for our most at-risk students, and extra-curricular activities if they can be appropriately modified. I hope state leaders are working to secure effective testing so that the sick can be properly identified and isolated and cared for with an appropriate safety net.

When even Dr. Fauci is encouraging the return of in-person learning so long as it is done thoughtfully and carefully, it defies logic that our state is still resisting. Says Fauci, "I would encourage them to go and begin the in-person teaching...Fundamentally, we should do the best that we can to get the children back to school because we know very well there will be deleterious consequences if we keep them out of school."

Distance learning was supposed to be an **option** for families that felt unsafe re-entering schools as the pandemic wears on. It should remain an option and resources should be devoted to supporting those families, but in-person education is the only viable option for the majority of students and families. We cannot continue to cut off our nose to spite our face.

I thank you for your sincere consideration of these concerns.

--

Kim Harroun



Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

From: Kim Harroun
To: Kim Harroun
Subject: Families are not okay.
Date: Tuesday, September 29, 2020 9:33:58 AM

It has been a week (more or less for some) of this virtual learning and I am here to tell you: It is not working, and we are not ok.

I know, I know, I know…. "You're doing the best you can" right?

Wrong. Most of us, do not feel we are even being heard, let alone doing the best you can.

Have you experienced virtual learning? Like, really sat in a home with families struggling to make this work. Have you witnessed the meltdowns of both students and parents? The fights and frustrations of not understanding the days' agenda, or math lessons or technology failures? The onset depression kids are experiencing due to sitting all day, alone.

Have you sat in the home of families of multiple kids, only to see every child eat lunch ALONE?

Have recess ALONE.

Have snack ALONE.

It is absolutely heartbreaking, and I feel held hostage in my own home. I cannot take my kids on a bike ride, or to the park for recess or on a picnic for lunch because every child has a unique schedule. Help me understand why all families are expected to be flexible with virtual learning, yet we could not have a 1-hour lunch break school wide.

If you have not witnessed this, then, I beg you to STOP telling us that you understand and start listening. Parents know what is best for their children, and we are going to fight to make things right.

Children belong in school. Together. Everyday.

Virtual learning was supposed to be an OPTION to families that felt unsafe reentering schools and as this can remain an option, live, in-person education is the only option for many of us.

Parents are not meant to be teachers, social workers, and principals in our own homes. Teachers are not supposed to work twice as hard, to make half the difference, with the same pay. Let me say that again:

Teachers are working TWICE as hard, to make HALF the difference, for the SAME pay.

Let that sink in, because if you truly feel that children are getting the same education virtually as they would in-person, you do not deserve a seat on the board and should immediately be banned from working in the education system.

Stores are open. Daycares are open. Restaurants are open. Marijuana dispensaries and liquor stores are open. The fact that schools remain closed is baffling.

I mean, are you aware that preschools are open? These little boys and girls all look absolutely adorable with their Paw Patrol and Dinosaur masks, but I must ask, have you been around many 3 or 4-year olds lately? Because they are the most disgusting little humans out there. 3 and 4 year olds will literally put their hand down their pants to scratch themselves right before giving high fives. Their sleeves, and now masks, double as Kleenex. They'll pick the gum off the bottom of a picnic table and chew it, and then share it with a friend to try as well. They're gross. Adorable, and hilarious, but gross…. And yet they are in school, and to all your surprise; they're doing just fine. Great actually, preschoolers and daycare children are doing just great!

If preschoolers can manage, I think you need to have a bit more confidence in our older children as well.

Because regardless of your intentions with virtual learning, it is not working, and again, we are not okay. Families are not okay.

We are not okay with watching our children's education progress regress rather than improve.

We are not okay listening to our middle school students spend their 60 minute lessons listening to a teacher tell other students to put a shirt on, or to stop with the profanity, or to simply watch the entire Zoom lesson freeze and lose the entire days' worth of instruction.

We are not okay hearing our kids calling themselves stupid when they do not understand something.

We are not okay trying to tell our young children they must be quiet because their siblings are in "class".

We are not okay with asynchronous learning days. Kids don't learn this way.

We are not okay seeing children on the class list that don't show up for a single zoom, scared for that child. We are not okay knowing that school is, for many children, the only place they are given love, or food, or friendship, and yet we have taken that safe place away.

We are not okay watching our Kindergarten students cry at a computer for hours at a time, because struggling to type something as simple as their names, makes them feel like they're failing, when typing shouldn't even be part of their daily routine.

We are not okay watching our Juniors miss their ACT/SAT test preps.

We are not okay watching our children with IEP's and 504 plans not receive their accommodations.

We are not okay watching our Seniors start their years at home, when this should be their time to be the Kings and Queens of the hallways they've walked for the past 3 years, or the fact that their 2020/2021 yearbooks will be empty of fall memories.

We are not okay with our children losing their social and emotional health over fear of a virus.

And, I am 100% not okay with anyone that has not been in a classroom in the past 10 years telling my family what is best for their education OR telling my district teachers what is best. Teachers know what is best. Mothers know what is best. Any person that is not a teacher should never have the authority to tell teachers what they should be doing, when they have never even walked a day in their shoes. You have no idea what teachers are actually trying to accomplish every single day, and the struggles virtual learning brings on. Many are working 12+ hour days!

Have you ever tried to teach a child how to hold a pencil properly via Zoom? No? How about correcting letter formation on worksheets you cannot even collect? Did you expect children to enjoy watching their teachers perform experiments in science rather than getting to participate or did you not understand that would bring on full frustrations and resentment of their classwork.

Did you realize that students that once loved school, cry each morning absolutely hating their new normal?

I am begging you to listen. Put kids back in school. End 2020 as normal as it possibly can be. Listen to your teachers. Listen to your families.

Put your political agendas aside. Let our personal physicians decide what is best for our health while you do your job and do what is best for your district. And in those final decision moments if you are on the fence, just remember:

We are not okay.
Teachers are not okay.
Families are not okay.

Thank you for reading.

--

Kim Harroun



Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

--

Kim Harroun



Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

From:	Kim Harroun
To:	Kim Harroun
Subject:	Social Interaction dwindling.
Date:	Tuesday, September 29, 2020 9:34:30 AM

"I've tried to stay quiet about the homeschooling, virtual learning decisions because I understand it is not the teachers fault that these decisions have been made.. But this is sure hitting at home. Our kids need to be back in schools! We do not have any child cases in the city and yet we are keeping our kids isolated at home with very little social interaction.

My seven-year-old has created such extreme separation anxiety with us that it's almost impossible to leave him because he is so used to being with us nonstop. This staying home and stopping school and sports is absolutely ridiculous. We can go to Costco and be your shoulder to shoulder with hundreds of people, I can go to Washington Square mall and be in the same building with thousands of people, and our school district cannot figure out how we can create cohorts small enough that our children can go to classes small enough, with masks, that it is safe and yet still encouraging social interaction and the skills that the next generation so desperately needs.

I'm honestly tired of hearing that when parents complain about the state that we are in, that we are defensive because the teachers are doing the best they can. I know the teachers are doing the best they can. What I am upset with are the decisions being made that are isolating this generation when social media and other technological advances have already isolated this generation enough. Does anyone else feel this way? It cannot be just me?"

--

Kim Harroun



Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

From: Kim Harroun
To: Kim Harroun
Subject: Suffering needlessly.
Date: Tuesday, September 29, 2020 9:35:25 AM

"Here's a weird thing. Distance Learning has been a rollicking success for my son.

My son's classmates, however, third graders who I watch every day on Zoom, are largely suffering. Some have already dropped out, because they can't afford to have a parent in the house all morning to supervise their complicated regimes. Maybe in some cases the only stability they had was outSIDE their homes.

Those who've held on...I put the Zoom lesson on "gallery view" and I use their sweet little faces to help teach my son about emotions. "Caitlin is mad looking, huh? Teacher can't see that she's got her hand up. Kai is happy but - oh - I think he's gonna get scolded because he's spinning in his chair and not paying attention. Aw! Lily is crying! Oh no! I don't think she knows how to turn her microphone on and she's real frustrated, huh?" and so on. They're zoned out and confused to tears.

The teacher is being wonderful, but he's struggling, visibly. A different teacher friend, leaned in and whispered to me during a lunch "We didn't sign on for this. We're trying but this isn't how we're trained...." A whisper it was, because she's not allowed to complain. Teachers are to bear it all with cheer.

But back to my son. His success in the midst of this stunning flustercluck is a very important part of this narrative.

Why is HE thriving?

Because he has autism.

The lack of human connection affects him less; in fact it makes it easier for him to learn. That part of his brain has developed differently.

Also, he thrives because I have very flexible work hours and **I've been sitting next to him every second of the school day**; redirecting, disciplining, and translating the English his brain can't quite track into words I knew he can.

Furthermore, we're thriving because my husband is "the dude who helps all the professors at WOU be able to distance-teach." Meaning he's a **professional-level problem solver for this exact, EXACT situation**. When the computer glitches, and even the fantastic system he set up for us does, we shout, he runs in from his office, fixes in a second what an average parent would spends hours to figure out.

So let's flip that script and examine for WHOM distance learning DOES work.
If you have a non-violent, non-neurotypical, mildly autistic child, whose mother can afford to sit by him and focus like a laser on him for the entire school day, while working on a computer designed solely for that child's educational use by a loving father and overseen by a professional computer communications tech who is waiting for your beck and call in the next room... you should be fine!

But that's quite niche, isn't it?

Not many people find themselves in that perfect Distance Learning circumstance. Not the other children in my son's class, not his earnest, hard-working teacher, and especially not the other special-needs students.

I should also mention I have a young teen daughter.

She is surviving, she is not thriving. Her salvation through this has been our local martial arts dojo, (GO CENTRAL MARTIAL ARTS WOOO!) where she finds socialization, discipline, and physical release weekly. Without it (that week with the smoke?) she's a human TERROR of whirling screeching misery. But for her, every misunderstood assignment, every miscommunication from a teacher, every group activity that is held over headphones...her stress levels rise until I have to sit in a car in the garage breathing meditations (or drinking...lots of day-drinking) to face her angsty little face again.

Again, if this were the ONLY option...we'd deal. We'd be damned grateful and make it work. But enough science has mounted to strongly suggest...the schools can reopen. This is hurting the kids, the teachers, everyone. Tell me what I can do to help reopening...I'll do it. My son is the most atypical case imaginable...what works for him...well it honestly shouldn't be the norm. It's my job to ensure HIS success through active participation.
That doesn't mean YOUR kids...or my daughter...should be suffering needlessly.

Thank you for your time."

--
Kim Harroun



Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

From: Kim Harroun
To: Kim Harroun
Subject: I Can't Keep Doing This. Please Open the Schools.
Date: Wednesday, October 7, 2020 3:19:23 PM

"I can't keep doing this." I hear that over and over from my friends with kids. Holding a job, parenting, and teaching all at once during the pandemic is a juggling act that no one was prepared to undertake, and it has brought working parents to the breaking point.

Many of us are now riddled with anxiety over whether we'll send our kids back to school, even part-time, or keep them home. The idea that I might have to continue to work while facilitating another subpar semester of virtual learning is almost too much to bear. I don't want to have to repeat the spring, for my kids' sake and my own. Schools simply need to find a way to make reopening safe.

I spent the first couple weeks of stay-at-home orders thinking: This will be tricky, but I've got it. After all, I homeschooled all four of my kids when they were younger, while I was working part-time. But I quickly discovered that overseeing virtual learning while working full-time is really nothing like homeschooling.

For one thing, I found it difficult to establish a routine. As a self-employed writer, my workload constantly changed, and my children's schedules shifted too. Our district struggled for several weeks to streamline the school day. And don't get me started about the technological problems. With four children in two different schools and at least 10 different teachers, my kids and I often had to access multiple online portals just to tackle a few subjects. Before the school came up with a better plan, my eldest son's middle-school teachers contacted me or him daily on different portals, all with different usernames and passwords. One day, perhaps because of a glitch on the school's end, my son's math teacher texted me the same message more than a dozen times while I was working.

The amount of effort required to accomplish just a few minutes of school discouraged learning. And the assignments were not nearly as comprehensive as we were used to; they barely brushed over new concepts. I know this because the teachers told us so. They did the best they could and so did we, but the whole situation was infuriating. And, unlike homeschooling, where parents can come up with hands-on learning techniques and trips, we were constantly tied to a screen.

My work life was equally scattered. I woke up early, got in a few hours on the computer, then turned to my kids' schooling. Purchasing groceries, cooking dinner, cleaning our home, or anything else happened catch-as-catch-can. Exhausted, I would have slept well every night, if I weren't wondering how I was going to get it all done again the next day.

My family finally found some semblance of a routine about a month before school ended. We limped to the finish line and celebrated with ice cream. But I don't want to do it again.

That said, I'm fully aware of how blessed I am: I have work. My job is flexible; in fact, I chose it because it was so conducive to parenting multiple children. I often wondered aloud what I would have done during the school year if I also had little kids old enough to be mobile —even destructive—but too young to be entertained by a television or an iPad (i.e., an

electronic babysitter).

Other families I know struggled because they didn't have computers, or they had to constantly fight their child's lack of interest or inability to learn online. I found virtual school to be difficult for my youngest child, who is 6. Young children learn best through play, which online learning cannot begin to mimic.

The mother of a child in my son's kindergarten class works full time, in 10-hour shifts, and when quarantine began, had to put her child in a day care so she could continue working. She and her son left the house at 6 a.m., got home around 6 p.m., ate dinner, then tried to do all of the schoolwork. They fell asleep drained, only to do it all again the next day. That's no life for her or her child.

A few weeks ago, the county where I live emailed prospective parents their tentative reopening plan: Administrators wrote that because "face-to-face, in-person instruction with a teacher provides the best environment for the development of the whole child, including meeting the needs of the student's social, emotional, and intellectual development," in-person learning would resume with enhanced safety measures. However, parents who are uneasy about their child returning can choose online learning. I thought it was a good plan—better than the ones I've seen proposed by other school districts across the country.

I've been researching the risk of COVID-19 infection or death to children under 18, and it appears to be small. I'm also sympathetic to the risks to teachers. There is virtually zero risk for children getting something serious or dying from this disease. The Centers for Disease Control and Prevention recently issued a statement about the importance of schools reopening.

Sending my children to school in person—as long as the students and teachers are following protocols, practicing social distancing, and wearing masks—seemed like the healthiest option for me, and my kids' educational growth, social well-being, and mental and emotional health, so I was all set on that option. But, in keeping with how tumultuous the times are, my district was forced to revoke that plan because of the ODE's and Kate Brown's unattainable metrics, with no timeframe or guarantee to return in person. This can't be the best decision. I know how this will go. This six weeks will be followed by another six weeks, and another. This is unsustainable. Let's open schools safely and cautiously, but open them nevertheless.

--

Kim Harroun



Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

From: Kim Harroun
To: Kim Harroun
Subject: Inequality will be a bigger problem than ever before.
Date: Wednesday, October 7, 2020 3:58:31 PM

"In many cases, children will be more than a year behind. Others will be a few months. But I think we will see, universally, loss," said one education expert.

Because I am the type of person and, particularly, the type of parent with a tendency to fret, I often fixate on a string of related thoughts as I watch my elder kiddo struggle through his remote learning classes.

What is this going to do to him? What impact will this bizarre academic year have on my child? And what about his classmates, or the millions of children around the country starting their school years behind computers and tablets — or who aren't logged on at all?

Of course, no one really knows, because this academic year is truly unprecedented. Yet education and mental health experts are beginning to reckon with the long-term fallout of this school year that wasn't. HuffPost Parents spoke to several who offered some predictions about what this "lost year" could portend for America's children.

There will be significant learning loss.

Experts agree that most kids will have fallen behind where they otherwise would have been, had schools not abruptly shuttered in March. The question now is: by how much?

One recent estimate suggests that children who are learning remotely and who receive pretty typical instruction will lose up to four months of learning by the time they resume in-person classes in January 2021 — if that, in fact, happens. And children who are getting lower-quality remote instruction could lose up to 11 months of learning. Children who aren't engaged in remote education at all could lose up to 14 months of learning.

"In many cases, children will be more than a year behind," warned Brian Perkins, an associate professor of practice in education leadership and director of the Summer Principals Academy at Columbia University's Teachers College. "Others will be a few months. But I think we will see, universally, loss."

He stressed that this is not a criticism of children, parents or teachers who are doing their best to work through an impossible situation. "It's more of a 'let's face the reality,'" Perkins said.

Inequality will be a bigger problem than ever before.

Experts who work in health and education tend to believe that most of the equity problems facing children, families and educators during the COVID-19 pandemic have always been there. Now, they are magnified.

"**The gaps that have always existed are just going to be wider**," said Nermeen Dashoush, an early childhood education professor at Boston University and chief curriculum officer at MarcoPolo Learning.

Students in the highest-poverty districts in the country are much more likely to have begun this academic year remotely, but children in lower-income households are much more likely to lack the tools they need, like reliable high-speed internet. Experts are predicting a surge in high school dropouts.

Meanwhile, children whose parents can afford it may have opted to send them to private schools, to create learning pods or to supplement whatever school their children are getting with tutors and extracurriculars.

"We are going to see a wider gap between the 'haves' and the 'have nots,'" Perkins said.

We'll have an urgent need to figure out where exactly kids are.

All of the experts who spoke to HuffPost Parents for this story emphasized how critical it will be to have ways of assessing how much individual children have been affected by the pandemic in order to even think about getting them the help and support they need.

"Children whose families are physically healthy, economically secure, whose parents are available and supportive, and who can safely and consistently receive a quality education may experience short-term emotional distress," said Steven Meyers, a professor of psychology at Roosevelt University in Illinois.

But there will be plenty of other children at risk of developing depression, anxiety and other mental health conditions. "These children have families who have lost jobs, have fewer economic resources to make ends meet, and have housing instability," Meyers said. "Others may be experiencing increased risk because family members have become physically ill or their parents have had a more serious psychological response to the pandemic." Kids who have had prior mental health issues will also be at higher risk.

The same goes for academics: Again, some children will have experienced relatively minimal learning loss by the time schools return. **Others will be a year-plus behind.**

"There are strategies and techniques that can help kids catch up, but you have to first identify them," said Perkins. "Will we invest in teachers so they will know how? In September 2021, if they are back in the classroom, instead of having TWO children who need those interventions, they might have 20."

Perkins said he fears that teachers will not be given the time, support or training they need to manage that scenario. And parents and experts, from pediatricians to counselors, will also have to get involved.

“The complexity and scale of monitoring and assisting youth [will] require services that go beyond business as usual,” Meyers said.

Experts warn we should be planning not just for learning loss, but the possibility that children will have lost their zeal for learning as well.

Our new challenge: Helping kids love learning again.

There is plenty to suggest that children don’t particularly like remote learning. Zoom fatigue is rampant. Two-thirds of teachers say their students are less engaged with remote learning.

“This is going to impact their relationship with learning. I do not think a lot of children will come out of this year loving it,” Dashoush said. Even children who are in the classroom are not getting a typical experience, given safety precautions that prevent them from touching and socializing as they would naturally.

Dashoush believes parents and educators should be prepared for the likelihood that the COVID-19 pandemic won’t just result in learning loss; it will result in the loss of the love of learning for many kids, even those who seem relatively engaged online. (“A child could be doing all the work, but not really learning anything new,” she warned.)

And learning that love of — and zeal for — learning matters, not simply because we’d like kids to enjoy the things they spend six and a half hours a day doing, but also because enjoyment and achievement are clearly linked.

--

Kim Harroun

Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

From:	Kris Whitney
To:	StateBoard Public Email
Subject:	Return to school
Date:	Friday, October 2, 2020 12:45:22 PM

Hello-

I am a mother of 3 school aged kids in the Lake Oswego school district. First off, the district is doing its very best to make school engaging and well rounded for the students and I appreciate their efforts. But honestly, this is not school. My kids are lonely and bored. They have headaches at the end of each day. They are breezing through their work. They have cried and had panic attacks. They miss links and homework on the regular. They do not participate in class because zoom is intimidating. This is not ok.

I am confused because so many other states, counties and cities are going back to school-but not Oregon and not Clackamas. I believe this is an agenda set by Kate Brown or the teachers union. I cannot believe that anyone is advocating for the students or our future. My kids have computers, warm and safe homes and parents that can help when they are struggling. Shame on the officials that are meant to protect the kids that do not have these advantages-you are totally failing them. There is no reason to blame covid for the lack of effort or management that is happening. Other states are finding solutions. Find one here or copy another state that can actually find the ability to get kids back to school.

If other states can do it, Oregon can do it. End of story. People want to move. People want to defund schools. People want to change their political parties because of the way this is being handled. There are no announcements, no updates, no anything. Just silence and no progress. It's a joke. I hope our kids are back in school by October 16th (the day after you meet).

Sincerely,
Kris Whitney

From:	Kristi Rudolph
To:	GILL Colt - ODE; Nik.Blosser@oregon.gov; PELT Candace - ODE; READ Tobias; Beverly.clarno@state.or.us; VELIZ Anthony - STBRD; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; SCURLOCK Jennifer - STBRD; lindsey.capps@state.or.us; hilda.rosselli@state.or.us; cheryl.l.myers@state.or.us; REP Doherty; REP AlonsoLeon; REP Helt; REP Hernandez; REP Neron; REP Reardon; REP Reschke; REP Sollman; REP Wallan
Subject:	Advocate for our kids!!!!
Date:	Wednesday, October 7, 2020 1:21:09 PM

Our kids are suffering, mentally and emotionally. This is so absurd and ridiculous it's heartbreaking.
Speak up for our kids, our teachers, the parents who feel helpless and alone. This is not an education, this is not beneficial in any way, shape, or form.
I'm tired of seeing my children, neighbors, and community self destruct because no one is brave enough to stand up and say something!!!

Do something!! Go on strike, send emails, voice your concerns or at least our concerns and stop saying" its the governor". Name one thing that remains closed besides public schools, ONE THING!!!!
This hypocrisy has got to stop for the sake our of kids! Its not about you or the government or what the "requirement" is anymore. Its not about the metrics. .IT'S ABOUT SOMETHING SO MUCH MORE IMPORANT.

Would you break a law to save your child?
Would you speed to get them to a hospital?
Would you trespass on someone's property to save them from serious injury?
Would you steal to feed them if starving? These smaller minor laws are bypassed in certain cases to SAVE OUR KIDS!!!!! And you know you each would do it in a heart beat. So why not now?! Speak up and get them into schools before depression, isolation and anxiety starts killing our KIDS! Suicide and addiction...is that what we have to wait for to make a difference?! Please tell me no! Please be the one to take a stand. Please be the one to save a child. Please help them who cant help themselves.

I cant watch them sink lower and lower and lower, because you aren't willing to create some ripples or go against the grain, or speak against a "higher" group.
Be BRAVE-be bold -do SOMETHING. You have my support and hundreds of others as well. Please, PLEASE don't just brush us off. Please don't ignore this and move on feeling helpless. You are in these positions for a reason. I feel like our kids are in a middle of a room screaming for help and we are looking at them saying, Sorry, the governor says I cant help you. That's enough!!! I love them way more than I love this governor. You in educational roles, if you are really here for the kids, DO SOMETHING. I'm begging.
Feel free to call, txt or email me anytime. Id be happy to do whatever I need to stand by you and SAVE our kids from this nightmare they are living in day in and day out.

--
Kristi Rudolph
503.302.1930

From: Kristin Wigle
To: SIDELINGER DEAN E; nik.blosser@oregon.gov; COLONNA Jerome - STBRD
Subject: Allow Students the Choice to Return to School
Date: Monday, October 12, 2020 12:50:13 PM

My sophomore daughter has been dealing with depression, anxiety, and isolation as we continue to hear about teen suicides. I recently contacted my daughter's PCP regarding her struggles and difficulties, who referred me to the clinic's mental health department. That department is fully booked for weeks. I was then referred to another mental health clinic, which has very limited openings. School closure is presenting another type of pandemic for our students and the mental healthcare system is overloaded.

Regarding comments and concerns about parents and others concerned about the risks associated with school openings, why are teachers, students, and parents not being given the choice? Bend-LaPine offers the online platform, which is ideal for students and teachers who feel the risk of returning to school is too high. However, there isn't an option for students who feel the risk of not returning to school is far greater. I would like to understand why a hybrid model is not being presented.

The current state metrics are too stringent for Oregon and it is increasingly frustrating watching other states open their schools. It is time for Oregon to figure it out too. If in person school has been figured out for special education and English learners, it should be figured out for all students.

I look forward to your response.

Kristin Wigle

From:	Kyle Bunch
To:	StateBoard Public Email
Subject:	Re: Back to School
Date:	Monday, October 5, 2020 10:49:10 AM

Dear State Board of Education Members:

I am writing to urge you to revisit the metrics that are keeping our schools from re-opening in-person instruction.

Simply put, virtual learning is not working for most of our students, especially our most vulnerable students in grades K-3. We are seeing children who are beginning to suffer unrecoverable, permanent losses in academics, social and emotional growth, and their mental health.

The number of meltdowns I have experienced in my own household, along with the countless experiences I have heard from other community members shows me that we must address impacts on our students beyond simply COVID-19. Our six year old daughter has started going to counseling because of the impact the isolation from school has had on her. This is simply unacceptable.

Clackamas County and Washington County Covid metrics have remained close to or under the re-opening metrics put in place by Governor Kate Brown. However, we are unable to safely re-open schools because of being slightly over the extremely low thresholds the governor has put in place. As a point of reference, did you realize that Washington State has significantly higher metrics?
https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/DecisionTree-K12schools.pdf?utm_medium=email&utm_source=govdelivery

Where our metrics are 30/100,000 for K-3 and 10/100,000 for the entire K-12 population, Washington is at 75 and 25. The numbers from Washington are actually in line with the recommended threshold that was released by the CDC. California's threshold numbers are even higher! I know we aren't going to be exactly the same, but why so different? The numbers Oregon has set out is extremely low. Did you realize we are one of only 5 states that has a statewide shutdown of K-12 schools currently? Why is that? I can only assume our governor doesn't want to take on the union.

Our schools are the structure and social support children need, now more than ever.

The teachers and administration at the school my daughter attends worked countless hours making sure they could safely bring students back to school only to have to pivot to meet the moving target Governor Brown continued using. Miriam's teacher is

longing to be back in the classroom with her students. Is the school disregarding the virus and the safety of their students and teachers? Of course not! They have put measures in place to make sure the return to school is as safe as possible. Please consider revisiting the metrics, and allowing our local counties and districts, and especially our private and parochial schools to decide when and how to safely put these plans in place and bring our children back to school.

Thank you for your time and considering my request.

Sincerely,

Kyle Bunch

On Mon, Oct 5, 2020 at 10:40 AM Kyle Bunch <kbunch41587@gmail.com> wrote:

> Dear State Board of Education Members:

From:	Glenn Million
To:	GILL Colt - ODE; kimberly.howard@ode.or.us; COLONNA Jerome - STBRD
Subject:	Open the Schools
Date:	Friday, October 2, 2020 11:44:58 AM

As the grandmother of four beautiful grandchildren I support re-opening the schools for in house education. As a family we feared Gov Brown's incompetence would create havoc so in July the grandchildren were pulled from the Salem Keizer school district and letter of intent filed to homeschool. They are thriving because they have a stable environment, a pod of their own, and expanded family to provide the education they need. Not all families have this opportunity and it is our most at risk families that are suffering.

I do not blame the schools. They have not been provided a clear goal and the rules are constantly changing with very little notice. I blame Gov Brown, OHA and ODE.

The virus is not going away and the chances of dying from it a minimal. As an older person I take responsibility for my health and do not fear contact with others. Life is full of risks and I'm willing to take that risk to save the kids and give them a future.

Lara Million
97301

Sent from Yahoo Mail on Android

From: Glenn Million
To: GILL Colt - ODE; kimberly.howard@ode.or.us; COLONNA Jerome - STBRD
Subject: Re: Open the Schools
Date: Saturday, October 3, 2020 9:17:07 PM

Stand up for the children.

Child abuse and neglect cases up nearly 80% amid coronavirus pandemic -



Sent from Yahoo Mail on Android

On Fri, Oct 2, 2020 at 11:44 AM, Glenn Million <gunslng44@yahoo.com> wrote:

> As the grandmother of four beautiful grandchildren I support re-opening the schools for in house education. As a family we feared Gov Brown's incompetence would create havoc so in July the grandchildren were pulled from the Salem Keizer school district and letter of intent filed to homeschool. They are thriving because they have a stable environment, a pod of their own, and expanded family to provide the education they need. Not all families have this opportunity and it is our most at risk families that are suffering.
>
> I do not blame the schools. They have not been provided a clear goal and the rules are constantly changing with very little notice. I blame Gov Brown, OHA and ODE.
>
> The virus is not going away and the chances of dying from it a minimal. As an older person I take responsibility for my health and do not fear contact with others. Life is full of risks and I'm willing to take that risk to save the kids and give them a future.
>
> Lara Million
> 97301

Sent from Yahoo Mail on Android

From:	Lisa Decker
To:	StateBoard Public Email
Subject:	distance learning is not working!
Date:	Sunday, October 4, 2020 11:03:36 PM

Dear State Board,

I know you truly care for our kids, which is why I must reach out to you to tell you that Comprehensive Distance Learning (CDL) is NOT working. Our children are depressed, miserable, stressed, lonely, and disconnected.

I have three elementary school-aged children who have all historically loved school and learning. My oldest son is in an accelerated math program and all of my kids have excelled at school with no learning disabilities. Our family also has all the means necessary to ensure the best technology, wifi, and materials; we have them in neighborhood pods and organized sports; they get the sleep they need; and we have ample food. My husband and I are supportive, loving and involved in our children's education. Bottom line, we are a family that should be able to make CDL as successful as possible. Even with all these supports, my kids are not alright. I talk to many families in my same situation and they are not doing well either. Our kids are quick to tears, angry, and showing all of the signs of too much screen time.

For me, it begs the question, what about the kids who are not in our situation with all these supports? I hate to think what they are going through given the mental health of my own children in comparison.

During the summer, we were told that our kids would be on screens for approximately 2 hours/day. It has been double that. My 5th and 3rd graders are on screens 4-5 hours/day on average. Between their morning cohort Zoom time, the live sessions in the afternoon and the fact that all of the asynchronous courses are also posted to Google Classroom, it is just too much on screens.

Finally, I should share that of my three kids, one is attending Resurrection Catholic Parish Kindergarten 5 days/week from 9 am to 2:30 pm in person. She wears a face shield and they take daily temperatures. Her class has 19 children, two teachers, and does not interact with any other classrooms. It is working. Seeing her attitude and general response to school right now in comparison to my 3rd and 5th graders who are doing CDL is a stark contrast in our house. Because I have the unique perspective to see the reaction to children in CDL and a child in an in person school in my own house, I can tell you that the differences are blaring. CDL is not working.

I appeal to you to please change the metrics so that our kids can be back in school. We have systems set in place for those kids and families that want to stay home. For those of us that want to go back to school, teachers included, make it happen! Let's stop failing our kids.

Thank you for your service and for your consideration.

Lisa Decker
Hallinan Elementary School parent
Lake Oswego, OR

From:	Lisa Simshauser
To:	Nik.Blosser@oregon.gov; PELT Candace - ODE; READ Tobias; Beverly.clarno@state.or.us; VELIZ Anthony - STBRD; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; SCURLOCK Jennifer - STBRD; lindsey.capps@state.or.us; hilda.rosselli@state.or.us; cheryl.l.myers@state.or.us; REP Doherty; REP AlonsoLeon; REP Helt; REP Hernandez; REP Neron; REP Reardon; REP Reschke; REP Sollman; REP Wallan
Subject:	Re-evaluation of school metrics
Date:	Thursday, October 8, 2020 9:29:48 AM

I wanted to send a quick note and ask that the reopening metrics be reevaluated. The virus does not appear to be going away and we need to safely learn to live with it for the time being. For the mental health of the older students can we really afford to have kids out of school until late 2021. Not to mention the achievement gap when the majority of schools across the country are back to in person learning. If schools are open in California, Washington and NY, Oregon should be moving forward.

I know it is tricky, I believe in the science and understand there is no risk free solution but 10/100000 is not achievable.
Maybe better national leadership will help but until then we need leaders advocating for our students.

Stay Well,
Lisa

Sent from my iPhone

From: Lisa Simshauser
To: StateBoard Public Email
Subject: Public Comment—Oregon Metrics school metrics not attainable
Date: Sunday, October 11, 2020 7:01:30 PM

Please re-evaluate metrics for 4-12. Oregon has some of the lowest case counts/million people in the country. However, we also have the most strict back to school metrics.

Oregon students are falling behind and suffering. Please present a choice.

Thank you

Sent from my iPhone

From:	lrclark84
To:	colt.gill@state.or.us; HOWARD Kimberly - STBD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; COLONNA Jerome - STBRD; SCURLOCK Jennifer - STBRD; VELIZ Anthony - STBRD; SIEGEL Marc - ODE; ODE Frontdesk; Betsy.devos@ed.gov; caroline.skidmore@schoolboard.bend.k12.or.us; Julie.Craig@schoolboard.bend.k12.or.us; Shimiko.Montgomery@schoolboard.bend.k12.or.us; Stuart.Young@schoolboard.bend.k12.or.us; Amy.Tatom@schoolboard.bend.k12.or.us; Melissa.BarnesDholakia@schoolboard.bend.k12.or.us; Carrie.Douglass@schoolboard.bend.k12.or.us; john.larson@oregoned.org
Subject:	School Closures
Date:	Monday, September 28, 2020 7:56:21 PM

To Whom It May Concern:

I am writing as a fed up parent to a sophomore in high school and I am sick and tired of this shut down nonsense.

The original premise was to shut down so our hospitals didn't get overwhelmed, causing excess deaths. We complied. Our hospitals were NEVER in danger of becoming overwhelmed. People went without necessary treatments, kids missed out on important milestones, and businesses lost thousands in revenue. For what?

The original charts released by Dr's Fauci and Birx made by the IHME showed two scenarios: a steep curve that went above our hospital capacity, and a smaller, flatter curve that stayed below our hospital capacity. Both had the SAME AMOUNT OF DEATHS from COVID-19, the second chart was just spread over a longer period of time so we didn't have the excess amount of people dying (cancer patients, heart attacks, kidney failure, etc) from a triage type of scenario where doctors had to decide who to treat. When did that goal change? When did the goal become stopping the virus? What a stupid and arrogant goal!

The CDC has a chart on their website broken up by categories based on the number of deaths during a pandemic and what the response should be. You can find that graph here: https://www.cdc.gov/flu/pandemic-resources/pdf/community_mitigation-sm.pdf?fbclid=IwAR1sMmehOSZ8hHRKEPJEP2hUbkXbNMlS4sGRqQ7s5iLWOpyfQDErd4Wg_SE
Please pay close attention to the orange category and school closures. The CDC recommends CONSIDERING a school closure of equal to or less than 4 weeks. We are on week 16, not including the long summer break.

Studies out from multiple countries have shown that kids are not at high risk of getting seriously ill or dying from this virus. And interestingly enough, the studies also show that children do not pass the virus to adults. Source: https://medicalxpress.com/news/2020-06-schools-evidence-kids-coronavirus.html So if it's adults who give it to kids, but kids are not high risk, why aren't schools open?! They should be fully open, without masks or social distancing.

I am wondering if any of you have considered the other, more serious consequences to these school closures? Have you considered the rise in over doses, suicides, child abuse, screen time, depression, the kids falling through the cracks? Let me point you to some articles quoting doctors about the rise in attempted suicides. The first is in Texas: https://www.star-telegram.com/news/local/fort-worth/article245995275.html
And in California: https://abc7news.com/suicide-covid-19-coronavirus-rates-during-pandemic-death-by/6201962/
These may not be local Oregon stories. But if they're happening there, they're happening

here!
Here's an Oregon story on overdoses: https://ktvz.com/news/redmond/2020/09/23/redmond-police-report-encountering-reversing-more-opioid-overdoses/

Have you considered the burden you've put on teachers and families? Why are we still paying taxes for schools that refuse to open? What will happen if teachers strike? Or the kids themselves? Teacher's unions have nothing on pissed off parents and there are already efforts to organize on the parent's end.

You're asking the most important people among us to make the biggest sacrifices! They're losing out on a quality education, graduations, sports, proms, FRIENDS! And for their sacrifice they get what? Hours upon hours of state mandated screen time. According to the American Academy of Pediatrics, kids and teenagers should get no more than two hours of screen time a day. Source: https://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/screen-time/art-20047952 but my son is on his iPad for at least three hours a couple of times a week listening to his teachers. Plus more for the work he has to complete. And those three hours are concurrent, with no break. What is this doing to his psyche? To his eyes? Do you care?

I am curious what you all are doing with your kids and their education? Do you even have kids? Are you tolerating the policies you've put in place for the rest of us or have you've found a different solution?

I have homeschooled my son his whole life until last year when we decided to put him in public high school. I was not confident in my ability to teach high school. But let me tell you. I am NOT impressed with the public school system. Especially the second semester of last year. I could have done better! If this continues, I will have to make the difficult position thousands of other families are making across the country to pull him from public school and homeschool him again.

I hope you all are seriously considering the ramifications of the policies you are putting in place. Thousands across the country have decided to forego the CDL type learning and have pulled their kids and are homeschooling them.
Source: https://world.wng.org/content/pandemic_multiplies_homeschooling Will they return if things ever go back to normal? Maybe, maybe not. If the answer is no, what will that do to schools? The amount of teachers? The money schools bring in? I don't think you'll like those answers. But by the time you realize what the consequences are, it'll be too late.

I can't help but feel like our kids are being used for political purposes. And that's criminal.

Thank you for taking the time to read this in its entirety. I hope you'll also take the time to look at the links and consider ALL of the consequences of your policies, not just the ones regarding the virus.

Sincerely,
Liz Clark

Sent from my iPhone

From:	Mandy
To:	StateBoard Public Email
Subject:	Schools need to be open
Date:	Sunday, October 11, 2020 9:08:39 AM

Hello!

For those teachers to scared to teach than don't but don't stop our children from getting the education they need.. Figure out a work around!
SCHOOLS NEED TO BE OPEN! What is being done to these children and families is appalling. There is no way our children are getting the same education on line that they would be getting while in school. They need the structure, socialism and deserve the chance for a proper education.
They should not be sitting in front of a screen for 5 hours a day.. anyone who thinks this is truly healthy is really lacking any basic common sense or patenting skills. Research screen time in children!
Many children live in poverty or a abusive home and the schools are the only place they can get away. School gives them the opportunity to feel cared for, heard and accepted. Teachers are mandated reporters which saves lives! They report abuse and neglect which is going unnoticed with no class. How many more children need to go unheard?!
How do you expect working families to manage all this? So we are supposed to hold down a full time job which pays our mortgage, groceries and essentials. While our children are at daycare all day. We than come home make dinner and start class with our children! What we don't get done that night we keep pushing it off until the weekend. Does this sound feasible, enjoyable or make sense? Sure, we could live off the government like others and not work. Or we could cut hours, stay home and let our careers fail, if you can afford it. Than there are some that can't.. What do you think this is doing to single parents. The stress you are putting on families is absurd.
My children go to private school. WE PAY FOR THE BEST SO OUR CHILDREN GET THE BEST PLUS PAY TAXES FOR PUBLIC SCHOOLS. We are still paying not getting the education my children deserve, having to pay childcare on top of it because the school used to be a place children could go while families were working to provide for there families.
Is this because of COVID? Have you read the statistics? Have you read the Hospital inpatient and ICU numbers? THIS IS A FLU! Yes, it can kill people just like any other virus.
If the teachers are scared to teach they can find another job.
If this is because people were scared and overreacted fine. Suck it up and apologize for screwing up people's lives and move on.
It makes no sense to close schools but allow bars, malls, flights, movie theaters, restaurants to still be open. Is Starbucks a mandatory reporter for abuse? Do they provide children breakfast, lunch and sometimes dinner for free? Are they providing our youth the knowledge the need to become successful in there future?

Sincerely fed up mother!
Mandy

Sent from my iPhone

From:	Margi Guilfoyle
To:	GILL Colt - ODE; Nik.Blosser@oregon.gov; PELT Candace - ODE; READ Tobias; Beverly.clarno@state.or.us; VELIZ Anthony - STBRD; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; SCURLOCK Jennifer - STBRD; lindsey.capps@state.or.us; hilda.rosselli@state.or.us; cheryl.l.myers@state.or.us; REP Doherty; REP AlonsoLeon; REP Helt; REP Hernandez; REP Neron; REP Reardon; REP Reschke; REP Sollman; REP Wallan
Subject:	Open Oregon Schools
Date:	Wednesday, October 7, 2020 10:37:09 AM

To whom it may concern, I am a resident of Washington, County. My children, ages 10 and 14, attend schools in Tigard and Beaverton. To get right to the point, the current on-line learning model is unacceptable. Governor Brown's refusal to open schools while allowing malls, bars, gyms, dental offices, casinos, liquor stores, hotels, swimming pools, recreation centers, playgrounds, strip clubs, and restaurants to open demonstrates, at best, a disconnect with the everyday citizens of Oregon. At worst, her refusal to prioritize opening schools demonstrates a troubling lack of regard for the wellbeing of Oregon's most vulnerable citizens. Those citizens being Oregon's children.
Over the last seven months, I have watched numerous commercial enterprises open their doors. I have witnessed daycare centers, summer camps, and learning pods operate in-person activities. And yet, public and private schools remain shuttered. One is forced to question who, exactly, benefits from this? I do not benefit from this. My children do not benefit from this. Certainly, any child living in an abusive home, or living in a home without internet access, or enduring a situation where they have been robbed of the safe space provided by classrooms do not benefit from this.
Maybe the Oregon Education Association benefits from this? If so, shame on every single member of the teacher's union, and shame on state leaders who refused to stand up to what appears to be a twisted case of "the ends justify the means". When is it an acceptable exercise of leadership to allow children and families to suffer while Democratic leaders and the Oregon Education Association dig their heels in to ensure their preferred presidential candidate wins office?

I have voted Democrat my entire adult life.
I support tax increases and bond measures intended to provide funding for public services, including supporting teachers and schools. I, in fact, voted enthusiastically for Governor Brown. Going forward, I will vote for whichever candidate commits to opening schools. There is an order of magnitude to the damage being done to children, their futures, and their families. Governor Brown is wrong. The Oregon Education Association is wrong. Both are failing our children and failing our families. Oregon's leadership should be ashamed.

Sincerely,
Margi Guilfoyle
margi.guilfoyle@gmail.com

From:	Margi Guilfoyle
To:	GILL Colt - ODE; ExecDir@oregonwinpac.com; Nik.Blosser@oregon.gov; PELT Candace - ODE; READ Tobias; Beverly.clarno@state.or.us; VELIZ Anthony - STBRD; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; SCURLOCK Jennifer - STBRD; lindsey.capps@state.or.us; hilda.rosselli@state.or.us; cheryl.l.myers@state.or.us; REP Doherty; REP AlonsoLeon; REP Helt; REP Hernandez; REP Neron; REP Reardon; REP Reschke; REP Sollman; REP Wallan; SEN Thatcher
Subject:	Children and families held hostage to placate Oregon Education Association.
Date:	Thursday, October 8, 2020 9:04:30 AM

To whom it may concern,

Allow me to copy and paste an article titled: Remote School Is a Disaster. Teachers Unions Share the Blame. Written by Jonathan Chait. It is my opinion that Governor Brown and the Oregon Department of Education are kowtowing to the Oregon Education Association by forcing draconian and regressive mandates on Oregon's school aged children. There is nothing democratic or equal about keeping schools shuttered. Governor Brown and the Oregon Department of Education are protecting no one. Governor Brown and the Oregon Department of Education are, however, complicit in the irreparable harm being done to Oregon's most vulnerable citizens. Those citizens being children. Mr. Chait's article follows.

Years from now, when we look back at the coronavirus pandemic, it is very possible that the most damaging element we will identify is its catastrophic effect upon public education. The devastation will be social and economic, permanently degrading the skill base of the workforce and robbing a generation of children, especially low-income students, of any chance to enter the middle class. And the question we will have to ask is whether the tragedy was truly necessary.

Begin with the effect on the workforce brought about by eliminating the largest source of free childcare. With millions of children now required to learn remotely, their parents now have to stay home all day. A million married women left the workforce over the last month. Indeed, even as jobs have slowly recovered from the depths of spring, single people have accounted for more than 100 percent of all job gains. Joblessness and poverty leave trails of physical and emotional hardship for decades; the current recession is to a significant degree a crisis of unschooling.

The damage to the future workforce will be far worse. Students denied in-person education will suffer permanent learning loss that will degrade their skills for decades to come. One estimate by the OECD roughly pegs the long-term cost in foregone productivity to the United States at around $15 trillion. That number is obviously speculative, but it provides some sense of the economic scale of the calamity.

The social damage will not be spread evenly. The undeveloped mental potential and stunted careers will be concentrated disproportionately among low-income and minority students. One survey found four-fifths of Hispanic students, three-quarters of Black students, but only half of white students lack access to in-person learning. Affluent parents have the means to cushion the blow to their children: by working from home, having one parent quit work, forming learning pods, hiring tutors, or enrolling in private schools, which are reopening for in-person learning much faster.

Primary education has been functionally privatized on a mass scale. The sink-or-swim result has been predictable. Families with the resources to absorb the withdrawal of public services have kept their childrens' heads above water, and those who have not have been left to drown. My two children, both enrolled in public schools that have gone remote since the pandemic began, have lost a fair amount of learning, but benefitted from an array of privileges: My wife and I both have white-collar jobs we can do at home, and can provide the (fortunately occasional) assistance high-schoolers require. We found one a spare laptop computer last spring, enrolled them in extra online learning to supplement the shortfall in their classes, are able to help with curriculum questions, and have never relied on free school meals to feed them. The result is worse, but surmountable.

A portrait of what remote learning looks like for children who have none of these advantages can be seen in Alec MacGillis's heartbreaking narrative about remote education in Baltimore. McGillis begins with the story of a promising low-income student he has been tutoring, whose impoverished life has made remote learning all but useless.

He lacks the stable home base, attentive caregiving, nutrition, and access to technology that are the baseline requirements for remote schooling to work at all. Like many low-income kids, his education since March has been almost indistinguishable from dropping out.

The tragedy is that the choice to close so many schools was hardly cut-and-dried. The scientific understanding of the novel coronavirus has been in constant flux. In-person education clearly creates *some* risk. How much risk is unclear. Some of the best-credentialed public-health experts maintain, and have maintained for months, that the health risk of in-person school is manageable. For the most part, their advice has been spurned, and states and cities have erred on the side of caution.

There are several reasons why. The coronavirus response on a national level has been very poor. The federal government has failed to finance as much protective equipment and infrastructure upgrades (for better air circulation, for instance) than it should have. And, as MacGillis notes, Trump's high-profile intervention drove up opposition to school opening. As soon as the president demanded schools open their doors, opposition to the idea shot up 20 points as Americans understandably concluded that he was pursuing his own political interest at the expense of public health. But this turns out to be one of the cases where the normally reliable heuristic, *everything Trump wants is bad,* has failed.

A factor in the debacle that deserves more attention than MacGillis was able to devote to it is the role of the teachers unions. Trump's toxic intervention enabled the unions to polarize the debate, and drive progressives toward their uncompromising stance against school reopenings.

Union concerns about safety were not wholly unfounded — the science, again, remains in flux. The key point is that the union's incentives are misaligned with those of their students. For kids and families, in-person education presents a trade-off between the health risks of going to school, and the economic and social costs of staying home. For younger low-income

students, the costs of losing in-person school are catastrophic and permanent. Teachers, on the other hand, are incentivized almost entirely to minimize health risks. They get paid the same salary if they go to school or teach from home. They might feel unhappy about watching their students flail, but they do not have anything like the investment that the families have.

Teachers unions have been an influential force against reopening schools even in cities and states where elected officials felt it could be done with reasonable safety. After Chicago Mayor Lori Lightfoot proposed a hybrid in-person learning plan, the Chicago Teachers Union threatened a strike, and then claimed victory when she backed down and agreed to retain online-only learning. Teachers unions in Florida, California, and elsewhere have sued to block in-person instruction. In Detroit, union activists "stood outside one of the district's bus terminals beginning at 5 a.m., blocking buses from leaving to pick up students to take them to school." The Los Angeles teachers union insisted "going back to normal is not an option," and packaged their opposition to reopening with a host of other demands, including police-free schools and a moratorium on new charters.

This summer, American Federation of Teachers president Randi Weingarten threatened "safety strikes" against reopening. More radical activists have vowed to "double down" with "transformative" demands.

The language and the logic of the pro-closing activism has treated the scientific case against in-person learning as a hardened fact. New York's rally against in-person learning used the slogan #wewillnotdiefordoe, as if the school bureaucracy, and not its children, were the only opposing consideration.

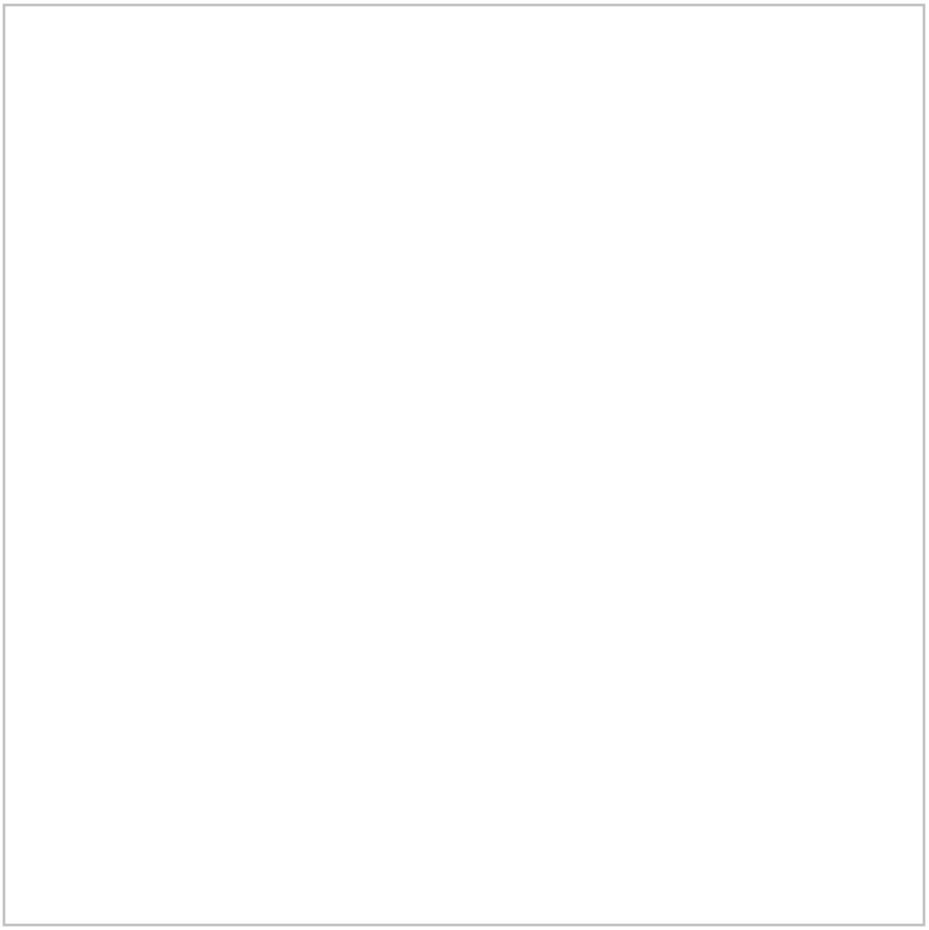


Photo:
@elizashapiro/Twitter

In his reporting, MacGillis interviewed Weingarten, who cited outdated research to support her hardline stance:

> Weingarten said that this came down to “trust.” “If parents and teachers aren’t confident that the safety measures are in place, then you’re not going to be able to stand it up in the middle of a pandemic,” she said. Contending that the virus was more harmful to kids than first realized, she cited the South Korean data — she was not aware of the revision, she said — and then another recent *Times* story on cases rising among kids, which had also been challenged for lacking context and scale. I noted the disagreements with her citations. She replied, “In the absence of trusted information, people have fear right now.”

Note how, after being told her facts were incorrect, Weingarten retreated to perception: “people have fear right now,” and so the fear, not evidence, must guide policy. That fear just happens to line up with the interests of her constituency, of course.

Launching off the premise that science is clear that schools must remain shut, unions have treated pushes to reopen them as motivated either by Trump’s political needs or bureaucratic indifference to public health. In Washington, D.C., teachers demonstrated with “body bags” — trash bags stuffed to resemble corpses — to protest reopening. When the school system polled members to ask about their health needs and willingness to resume in-person instruction, the union told them not to cooperate with the survey. The resistance succeeded: This week, D.C. public schools announced it would partially reopen elementary schools, rotating students in, because not enough teachers had indicated availability to resume full-time in-person instruction.

D.C.’s two largest charter networks, KIPP and Friendship, resumed in-person instruction even as the neighborhood schools remained closed. (KIPP is offering teachers a $175 per-day bonus for in-person teaching.) Both networks serve overwhelmingly non-white, non-affluent students in low-income neighborhoods, students who are able to escape the disaster of remote education because their teachers do not belong to a union actively resisting in-person education.

D.C.’s case is hardly anomalous. One survey found parents of children in private or charter schools were 50 percent more likely to say they were “very satisfied” with their children’s schooling during quarantine, and also lower levels of reported learning loss. Politics, far more than science, shaped school district decision-making,” finds a new study by political scientists Michael Hartney and Leslie Finger, “Mass partisanship and teacher union strength best explain how school boards approached reopening.

In Washington, like many other places, restaurants and bars are open even

as the schools are closed. This bizarre combination reflects the balance of political pressure, not any logical interpretation of public health. Business owners want to reopen because it is in their interest to do so. Teachers want to remain closed for the same reason. Both groups have perfectly compelling and sympathetic reasons. It's not easy to tell somebody who spent years building a business to let it fail, or to force a teacher to run even the small risk of contracting a terrifying illness for the benefit of somebody else's child.

And yet following the interests of the most powerful organized constituencies has produced a result that, on the aggregate, is irrational. The damage we are incurring now will haunt us for generations

From:	Margi Guilfoyle
To:	GILL Colt - ODE; ExecDir@oregonwinpac.com; Nik.Blosser@oregon.gov; PELT Candace - ODE; READ Tobias; Beverly.clarno@state.or.us; VELIZ Anthony - STBRD; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; SCURLOCK Jennifer - STBRD; lindsey.capps@state.or.us; hilda.rosselli@state.or.us; cheryl.l.myers@state.or.us; REP Doherty; REP AlonsoLeon; REP Helt; REP Hernandez; REP Neron; REP Reardon; REP Reschke; REP Sollman; REP Wallan; SEN Thatcher
Subject:	Growing evidence in support of opening schools
Date:	Friday, October 9, 2020 10:36:33 AM

To whom it may concern,
Please allow me to forward an article published in this week's Atlantic titled Schools Aren't Super-Spreaders: Fears From The Summer Appear to Have Been Overblown. Written by Emily Oster from Brown University.
As Governor Brown continues to evaluate the science and data around the spread of Covid-19, it is my fervent hope that she does so with an eye towards doing what is scientifically and medically best for Oregon's most vulnerable citizens. Those citizens being Oregon's children.

Emily Oster's article follows:
https://www.theatlantic.com/ideas/archive/2020/10/schools-arent-superspreaders/616669/?fbclid=IwAR0UisrMyD_UPpQZm9cpH4QfpiyjOwaIHo8NszBIZqknIicznXW1pGKvSuM

From:	Margi Guilfoyle
To:	GILL Colt - ODE; ExecDir@oregonwinpac.com; Nik.Blosser@oregon.gov; PELT Candace - ODE; READ Tobias; Beverly.clarno@state.or.us; VELIZ Anthony - STBRD; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; WHEELER Bridgett - STBRD; SCURLOCK Jennifer - STBRD; lindsey.capps@state.or.us; hilda.rosselli@state.or.us; cheryl.l.myers@state.or.us; REP Doherty; REP AlonsoLeon; REP Helt; REP Hernandez; REP Neron; REP Reardon; REP Reschke; REP Sollman; REP Wallan; SEN Thatcher
Subject:	School Closures Placate Teachers" Unions
Date:	Monday, October 12, 2020 10:17:51 AM
Attachments:	Abstract.pdf

To whom it may concern,
Please find attached a paper recently published in the SSRN eLibrary. The paper was co-authored by Corey A. DeAngelis, Ph.D. with the Reason Foundation, Cato Institute, and Educational Freedom Institute; and Christos Makridis, Ph.D. with the Massachusetts Institute of Technology, Sloan School of Management, Arizona State University, and the W. P. Carey School of Business.

As the emotional and mental wellbeing of Oregon's children and families continues to decline as a direct result of Oregon Brown's strict lockdown measures, especially the lockdown on in-person learning, we will continue to lay the blame for this public health crises at her feet.

Sincerely,
Margi Guilfoyle

Are School Reopening Decisions Related to Union Influence?

Corey A. DeAngelis, Ph.D.
Reason Foundation
Cato Institute
Educational Freedom Institute
Corey.DeAngelis@gmail.com
ORCID: 0000-0003-4431-9489

Christos Makridis, Ph.D.
Massachusetts Institute of Technology, Sloan School of Management
Arizona State University, W. P. Carey School of Business
makridis@mit.edu

September 1, 2020

Declarations of interest: none. Funding: none.

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Abstract

The COVID-19 pandemic led to widespread school closures affecting millions of K-12 students in the United States in the spring of 2020. Groups representing teachers have pushed to reopen public schools virtually in the fall because of concerns about the health risks associated with reopening in person. In theory, stronger teachers' unions may more successfully influence public school districts to reopen without in-person instruction. Using data on the reopening decisions of 835 public school districts in the United States, we find that school districts in locations with stronger teachers' unions are less likely to reopen in person even after we control semi-parametrically for differences in local demographic characteristics. These results are robust to four measures of union strength, various potential confounding characteristics, and a further disaggregation to the county level. We also do not find evidence to suggest that measures of COVID-19 risk are correlated with school reopening decisions.

Keywords: Collective Bargaining, Coronavirus, COVID-19, Reopening, School Closures, Unions.

JEL Codes: I28; I20

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Introduction

School reopening—when and how to do it—has become one of the largest and most politicized policy deliberations amid the coronavirus pandemic. At least 55 million students from over 120,000 schools have been affected by closures since March 2020.[1] While only time will tell the ramifications that the absence of in-person learning will have on students' human capital development, a large body of literature suggests that higher academic achievement is associated with improved life outcomes (e.g. Chetty, Friedman, & Rockoff, 2014; Hanushek, 2011). However, Gross and Opalka (2020) found that only about a third of the 477 public school districts in their analysis required teachers to deliver remote instruction in the spring of 2020. They also found that less than half of the districts expected teachers to take attendance or check in with students regularly.

School closures have had an even more immediate effect on the United States labor market. Because roughly 32% of households have children under the age of 14 living with them, coupled with the collapse in the childcare market (Ali et al., 2020), the inability to reopen schools will necessarily affect the ability for the United States to fully reopen its labor market and attain traditional levels of full-time employment since many parents will be unable to return to work.

As of August 30th, 78% of the 50 largest public school districts in the U.S. have decided not to reopen schools with any in-person instruction.[2] This study examines the determinants of these school district reopening decisions. Motivated by evidence of the politicization of the pandemic (Makridis and Rothwell, 2020), we focus on the role of unions. Teachers' unions across the country have pushed to reopen public schools virtually in the fall because of concerns about the health risks associated with reopening in person. Because of these health risks, some teachers' unions threatened

[1] Map: Coronavirus and School Closures. Education Week. Retrieved from https://www.edweek.org/ew/section/multimedia/map-coronavirus-and-school-closures.html
[2] School Districts' Reopening Plans: A Snapshot. Education Week. Retrieved from https://www.edweek.org/ew/section/multimedia/school-districts-reopening-plans-a-snapshot.html

329

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

or authorized safety strikes to pressure public school districts to delay reopening in person until sufficient investments were made and safety metrics were met.[3] Other teachers' unions across the country protested reopening schools in person and made similar demands.[4]

The primary role of teachers' unions is to maximize the well-being of their dues-paying members (Moe, 2011), so it is not surprising for them to lobby to reopen public school districts virtually as opposed to in person. This policy makes sense from a cost-benefit decision-making perspective because it minimizes health risks for union members while maintaining about the same level of benefits in terms of job security and wages. Virtual instruction could also provide additional benefits to union members by reducing childcare responsibilities, hours of direct instruction, and commute times. Furthermore, because teachers' unions with more power are in better positions to influence school districts, we expect that school districts in locations with stronger teachers' unions will be less likely to reopen with in-person instruction.

Using variation across states on 835 school districts, we find that states without a right-to-work (RTW) law are 14 percentage points less likely to reopen in person. Our identification strategy exploits variation across states, controlling for a wide array of demographic factors, ranging from the age distribution of a county to its median household income. Moreover, our results are invariant to the inclusion of additional controls and our specific choice of a proxy for unionization. We also show that our results are robust to controlling for the 2016 share of Trump voters within a county and to controlling for state fixed effects on a sample where we measure unions at the county level. Consistent with prior observational analyses by Valant (2020) and DeAngelis (2020), we find that traditional factors, such as coronavirus cases and deaths, are not associated with the decision to reopen, conditional on demographic factors.

[3] Perez, J. (2020). Teachers union threatens 'safety strikes' before Biden speech. Politico. Retrieved from https://www.politico.com/news/2020/07/28/aft-strikes-school-reopening-384133
[4] Demand Safe Schools. Retrieved from https://www.demandsafeschools.org/about/

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Literature Review

A large body of research has examined the effects of teachers' unions on wages and employment. Cowen and Strunk (2015) reviewed three decades of research and found that teacher unionization and union strength are generally associated with higher teacher salaries and district spending. Merkle and Phillips (2018) performed a meta-analysis on this evidence and similarly found that teachers' unions generally increased wages by around 2% to 4.5%. For example, Duplantis, Chandler, and Geske (1995) found evidence to suggest that teachers' unions in 11 states without collective bargaining legislation increased teachers' average wages by 9.5% and school district expenditures by 15.6%. However, Lovenheim (2009) found evidence to suggest that teachers' unions had no effect on teacher pay or expenditures per student but increased teacher employment by 5% in Iowa, Indiana, and Minnesota. Scafidi (2017) observed that inflation-adjusted spending per student increased by 27% between 1992 and 2014 in U.S. public schools, but that inflation-adjusted teacher salaries dropped by 2% because a large portion of the additional dollars were spent on increasing employment of support staff. Strunk (2011) similarly observed that school districts with more-restrictive collective bargaining agreements had higher spending overall that was explained by higher expenditures on administrator compensation and instruction-related spending, but not by teacher compensation. Makridis (2019) found that right-to-work laws increased reports of well-being and economic sentiment, especially for union members, perhaps because of increased labor market competition.

Substantial research also exists on the relationship between union influence and student outcomes. It is possible that union influence could harm academic outcomes if maximizing benefits of union members reduces the quality of instruction provided to students; the union could negotiate contracts that reduce performance expectations and make it difficult for school leaders to hold low-performers accountable (Moe, 2011). For example, West and Mykerezi (2011) found that U.S.

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

teachers' unions encouraged teacher bonuses based on additional qualifications or duties but discouraged bonuses based on improving academic outcomes. However, it is also theoretically possible for more employee benefits to translate to better results for students; a better work environment could attract higher-quality talent and could give teachers the autonomy to find innovative solutions for students' learning needs (Vachon & Ma, 2015).

In their review of the evidence, Cowen and Strunk (2015) found that the effects of teachers' unions on student outcomes is mostly mixed but suggestive that the results might tilt null to negative. These results may demonstrate that the policies advanced by teachers' unions could have more to do with the welfare of union members than student success. For example, Hoxby (1996) found that teachers' unionization increased school inputs but reduced productivity and negatively affected student achievement. Lott and Kenny (2013) found that students in states with stronger teachers' unions had lower proficiency rates. Moe (2009), Marianno and Strunk (2018), and Strunk and McEachin (2011) found that more restrictive collective bargaining agreements were associated with null to negative effects on student outcomes in California. More recently, Baron (2018) found evidence from Wisconsin's Act 10 to suggest that teachers' unions reduced average test scores by 20%, and Lovenheim and Willén (2019) found that exposure to duty-to-bargain laws reduced annual earnings by 3.93% and hours worked per week by 0.42 for men. Jaume and Willén (2019) found that teacher strikes, which are more feasible with stronger teachers' unions, in Argentina reduced students' earnings by 3.2% for males and 1.9% for females. However, Matsudaira and Patterson (2017) found that teacher unionization in California charter schools increased math achievement by 17% but had no effects on reading achievement. Han and Maloney (2019) additionally found evidence to suggest that teachers' unions lead to improvements in student achievement.

Teachers' unions can heavily influence K-12 education policy in the United States (Anzia & Moe, 2015; DiSalvo, 2015; Hartney & Flavin, 2011; Lieberman, 1997; Moe, 2005; Moe, 2006; Moe,

532

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

2011). Stronger teachers' unions are expected to have more influence over collective bargaining agreements and the decisions of public school districts. Indeed, Strunk and Grissom (2010) found that public school districts with stronger teachers' unions reached collective bargaining agreements that allowed district administrators less flexibility. Other studies have found that larger school districts tend to have stronger teachers' unions due to, for example, more rents to collectively bargain over (Brunner & Squires, 2013; Hoyt, 1999; Rose & Sonstelie, 2010; Strunk et al. 2018).

There is not yet much evidence relating teachers' unions and school districts' responses to COVID-19. Hemphill and Marianno (2020) found that teachers' unions' renegotiated collective bargaining agreements in response to COVID-19 in 25 of the 101 reviewed public school districts. Valant (2020) observed that the reopening decisions of 256 public school districts reported by Education Week were significantly correlated with the share of Trump voters in the county in the 2016 presidential election, but not statistically related to COVID-19 cases per capita in the county. DeAngelis (2020) most recently observed that the reopening decisions of 563 public school districts reported by Education Week were statistically correlated with two measures of union strength at the state-level, but unrelated to COVID-19 cases per capita and deaths per capita in the county after controlling for district-level student enrollment and the county share of 2016 Trump voters.

However, none of these observational analyses have rigorously linked teachers' union influence to school district reopening decisions. We add to the literature by linking four measures of union influence—county-level union membership, state-level union membership, a state-level ranking of teachers' union strength, and state-level right-to-work laws—to the reopening plans of 835 public school districts in the U.S. Using a rich set of county-level data from the Census Bureau, Gallup, USA Facts, and the MIT Election Data and Science Lab, our models are able to control for several confounding variables such as age, gender, race, COVID-19 risk, household income, median income, population, student enrollment, and state fixed effects.

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Data

We use data on reopening plans for 835 public school districts in the U.S. as reported on the Education Week website as of August 30, 2020.[5] Although this is not a complete list of all public school district reopening plans, it is the most comprehensive list available and covers nearly 19 million students, or about 38% of all public school students in the country. Figure 1 shows a map of the counties that are represented in our sample of public school districts in the U.S.

[INSERT FIGURE 1 HERE]

To understand the characteristics of the counties that are in our sample that will be used in the next section, we consider linear probability models where we regress an indicator for whether a county is in our matched EducationWeek-Census sample on a vector of demographic characteristics. Table 1 documents these results. Not surprisingly, the counties in the EducationWeek sample are 11-12% larger than their counterparts. We see no statistically significant differences in median household income, the unemployment rate, or even marital status. However, we also see that they are younger counties (e.g., higher shares of the population between ages 10 and 14), that they contain 11% higher shares of Blacks, and are more educated (e.g., higher shares of college graduates). We also see that they have lower shares of manufacturing and retail workers. Put together, we interpret these descriptive statistics as evidence that our main results will serve as a lower bound of the effect of unions on reopening decisions, since union density has historically been associated with lower levels of educational attainment and higher shares of manufacturing.

[INSERT TABLE 1 HERE]

We use four proxies for union strength. We use information on whether the school district is located in a right-to-work state as reported by the National Right to Work Legal Defense

[5] School Districts' Reopening Plans: A Snapshot. Education Week. Retrieved from https://www.edweek.org/ew/section/multimedia/school-districts-reopening-plans-a-snapshot.html

834

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Foundation. Second, we use a state-level ranking of teachers' union strength as reported by researchers at the Thomas B. Fordham Institute (Northern, Scull, & Zeehandelaar, 2012). Third, we use the percent of employed wage and salary workers who are members of a labor union at the state level in 2019 as reported by the U.S. Bureau of Labor Statistics.[6]

Finally, we use county-level data from Gallup's U.S. Daily Poll on the number of workers who are professional workers and in a labor union between 2015 and 2017. Gallup is the United States' premier polling service and conducts daily surveys of 1,000 U.S. adults on various political, economic, and well-being topics. Specifically, 200 Gallup interviewers conduct computer-assisted telephone interviewers with randomly sampled respondents (age 18 or over) from all 50 states and the District of Columbia. Gallup's current polling relies on live, not automated, interviews with dual-frame sampling (including random-digit-dial [RDD]) landline and wireless phone sampling. The sampling methodology also uses a three-call design to reach respondents who do not pick up on the original attempt. While the survey does not cover every county in the United States, it reaches 1514 counties (over a third of all counties) and 1089 counties with at least 300 respondents.

To proxy for county demographics, we use the American Community Survey (2014-2018) from the U.S. Census Bureau, creating a vector of control variables, including: age, race, population, education, and household income. We use data on district-level enrollment from the 2019-20 school year as reported by the National Center for Education Statistics.[7] We also use county-level controls for the number of COVID-19 cases per capita and deaths per capita in July as reported by USA

[6] Table 5. Union Affiliation of Employed Wage and Salary Workers by State. U.S. Bureau of Labor Statistics. Retrieved from https://www.bls.gov/news.release/union2.t05.htm
[7] Common Core of Data. National Center for Education Statistics. Retrieved from https://nces.ed.gov/ccd/files.asp#Fiscal:2,LevelId:5,SchoolYearId:34,Page:1

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Facts.[8] We additionally incorporate a county-level control for the percent of Trump voters in the 2016 presidential election as reported by the MIT Election Data and Science Lab.[9]

Table 2 presents summary statistics of these data for the 835 public school districts in our sample. Nearly half (48%) of the school districts decided to reopen fully virtually, whereas one-quarter (25%) decided to offer full-time in-person instruction to all students this fall. About 27% of school districts decided to implement a hybrid option such as fewer than five days of in-person instruction per week or having some grades remote and others in person. Only three school districts (0.4%) were listed as "undecided." Larger school districts are more likely to reopen fully virtually, perhaps because they are more at risk for spreading the virus or because teachers' unions tend to have more influence over larger school districts (e.g. Brunner & Squires, 2013; Hoyt, 1999; Rose & Sonstelie, 2010; Strunk et al. 2018). Our independent variables of interest each indicate that districts in states with stronger teachers' unions are less likely to decide to reopen in person. However, these simple averages do not control for any confounding variables. The methods and results presented in the next sections account for several of these variables that might otherwise bias our results.

[INSERT TABLE 2 HERE]

Methods

Our empirical specification is a linear probability model of the following form:

$$InPerson_{ic} = \gamma Union_{l} + \psi COVID_{c} + g(D_{c}, \theta) + \beta X_{i} + \epsilon_{ic} \quad (1)$$

where $InPerson$ denotes an indicator for whether the school district i in county c has decided to offer full-time in-person instruction to all students, $Union$ denotes a proxy for union

[8] USA Facts. US Coronavirus Cases and Deaths. Track COVID-19 Data Daily by State and County. Retrieved from https://usafacts.org/visualizations/coronavirus-covid-19-spread-map

[9] U.S. Presidential Elections. MIT Election Data and Science Lab (MEDSL). Retrieved from https://dataverse.harvard.edu/dataset.xhtml?persistentId=doi:10.7910/DVN/VOQCHQ

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

intensity in location l (i.e., state or county), $COVID$ denotes the logged number of coronavirus cases and deaths per 100,000 individuals in a county in July 2020, $g(D, \theta)$ denotes a semi-parametric function of county demographic characteristics (e.g., the age distribution), and X denotes a vector of district characteristics (e.g., enrollment size). We cluster standard errors at the state(county) level when we estimate Equation 1 using state(county)-level variation in union density.

The primary threat to identification in Equation 1 is the presence of some unobserved cross-sectional heterogeneity. For example, districts with higher shares of union density may have an older workforce, which would elevate their potential risk to coronavirus cases and, therefore, encourage additional caution in reopening schools. To address the potential for omitted variables bias, we introduce a wide array of controls. In addition to controlling for cumulative coronavirus cases and deaths per capita in July 2020, our semi-parametric function of demographic controls also purges variation in the age distribution, among other county characteristics, including: gender, marital status, race, the education distribution, and even household income. These controls are important because union membership is correlated with potentially many demographic characteristics, ranging from age to education to income. We also control for student enrollment since areas with more students may be more at risk of contagion from coronavirus, thereby leading to a lower probability of reopening in person. While we recognize that we do not have an exhaustive set of controls, we are very comforted by the invariance of our main effect to the inclusion of various layers of control variables, following the "coefficient comparison test" outlined by Pei et al. (2019).

We also present additional robustness analyses. For example, we control for the Trump 2016 vote share to purge variation in reopening that might be inherently political and correlated with union membership. For example, Makridis and Rothwell (2020) exploit panel variation on a sample of over 40,000 respondents between March and July, showing that variation in beliefs is best explained by political affiliation, rather than coronavirus cases or the unemployment rate. Similarly,

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

we also introduce additional data from Gallup that allows us to measure the number of union workers at the county level. While we cannot explicitly distinguish school teachers from other occupations, we observe an indicator for whether the respondent is a professional worker (e.g., lawyer, doctor, school teacher). Since union density among other professional services jobs is nearly zero, we believe that our proxy is meaningful. Moreover, any noise in our proxy is likely to attenuate our estimate to zero, rather than to create bias that runs in the opposite direction. The county-level data allow us to introduce state fixed effects, exploiting variation among districts in the same state that are exposed to different degrees of union membership across counties. This is important since right-to-work laws are also correlated with other individual well-being outcomes (Makridis, 2019).

Results

Table 3 documents our main results associated with estimates of Equation 1. Starting with column 1, we see that states without right-to-work (RTW) laws have a 27-percentage point lower probability of reopening in person. However, one concern with these results is that they are confounded by unobserved factors that are correlated with unionization. Column 2 proceeds to control for cumulative county coronavirus cases and deaths per capita to date with little change.

While there is a statistically significant negative correlation between coronavirus deaths and reopening in person, it vanishes in column 3 once we control for county demographic factors, including the age distribution and population, among many other factors. Here, we see that states without RTW laws have a 14-percentage point lower probability of reopening in person, significant at the 5% level. Column 4 subsequently controls for student enrollment at the district level, which raises the correlation slightly to 16 percentage points. Finally, column 5 controls for logged median household income as an additional way of mitigating potential omitted variables bias. While the coefficient drops marginally, it remains significant at the 5% level.

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Turning towards the Fordham Institute's ranking of teacher union strength, column 6 shows that an additional 10% increase in union power is associated with a 1.3 percentage point lower probability of reopening in person. Columns 7 and 8 control for coronavirus cases and deaths and county demographic characteristics, respectively, which does not alter the marginal effect much still at a 1% level. Furthermore, the marginal effect of union strength rises slightly after controlling for student enrollment and median household income, significant at either the 1% or 5% level.

Finally, we proxy for union strength using the share of union workers at the state level. We observe nearly uniform results across each specification. For example, column 11 shows that a percentage point increase in union membership is associated with a 2.77 percentage point decline in the probability of reopening in person (with a mean of 9.9%). Once we control for all of our usual county characteristics and student enrollment, we see a 1.46 percentage point decline, which is significant at the 5% level. Put together, we see a strong negative association between unionization and reopening in person and no association between reopening and coronavirus intensity.

[INSERT TABLE 3 HERE]

One of our concerns is that, even conditional on all these demographic characteristics and other controls, differences in unionization are correlated with political affiliation and that these differences can account for the decision to reopen. Here, we explicitly control for the share of Trump voters in a county from the 2016 election. Our results are not substantially different. For example, if we add it as a control in column 5, the marginal effect drops from -0.15 to -0.11 (p-value = 0.055). Similarly, if we add it to columns 10 and 15, the marginal effects drop from -0.12 to -0.10 (p-value = 0.054) and -1.67 to -1.48 (p-value = 0.02). We interpret the robustness of these results as further evidence that the decision to reopen or not is closely tied with unions, not just prior voting.

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Table 4 turns towards our county-level data, which allows us to exploit variation in unionization within the same state across counties.[10] Starting in column 1, we see that a 10% rise in union workers is associated with a one percentage point decline in the probability of reopening in person. The marginal effect is invariant to the inclusion of different controls, including even the age distribution. In column 6, we control for state fixed effects, which exploits differences in unionization within the same state across counties. This robustness helps guarantee that our main results are not confounded by unobserved differences in the adoption of different state policies in response to the pandemic or differences in RTW laws that affect unionization.

Discussion and Conclusion

We provide the first rigorous analysis of the relationship between teachers' union influence and the reopening decisions of 835 public school districts in the United States related to the 2020 coronavirus pandemic. We find substantial and consistent evidence to suggest that union influence as measured by four proxy variables is negatively associated with decisions to reopen with full-time in-person instruction available as an option to all students.

Our fully specified model finds that school districts in states without right-to-work laws are 14 percentage points less likely to reopen with full-time in-person instruction than school districts in states with right-to-work laws. A 10% increase in union power as measured by the Fordham Institute's ranking of states is associated with a 1.3 percentage point lower probability of reopening in person, and a one percentage point increase in union membership at the state level is associated with a 1.46 percentage point lower probability of reopening in person. Finally, we find that a 10% rise in union workers at the county level is associated with around a one percentage point decline in

[10] We include the bulk of our demographic controls from our earlier specifications, but omit the education distribution and marital status. However, even with these controls, our results are robust: the only difference is that column 6 with state fixed effects is no longer significant at conventional levels, but the coefficient is -0.03 and the p-value is 0.40).

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

the probability of reopening in person. However, consistent with the previous results by Valant (2020) and DeAngelis (2020), we generally find that school district reopening decisions are unrelated to COVID-19 risk as measured by recent cases per capita and deaths per capita in the county.

Although our results are robust to several analytic models and various layers of controls, readers should still interpret them with caution because of the observational research design. In addition, our findings do not mean that teachers' unions and their leaders are not truly concerned about health risks for their members. Our results only tell us that public school districts with less COVID-19 risk are generally not more likely to reopen with full-time in-person instruction. Furthermore, our study is limited in that it only provides information on whether school district reopening decisions are related to union influence—it cannot tell us whether that influence generally leads to the socially optimal reopening plan or not. Specifically, this study does not provide information on how these reopening decisions affect teachers, students, or their families. Future research should seek to calculate the costs and benefits for each of these stakeholders associated with reopening schools fully virtually in the fall of 2020.

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

References

Ali, U., Herbst, C. M., and Makridis, C. A. (2020). The Impact of COVID-19 on the U.S. Child Care Market: Evidence from Stay-at-Home Orders. SSRN working paper.

Anzia, S. F., & Moe, T. M. (2015). Public sector unions and the costs of government. *The Journal of Politics*, *77*(1), 114-127.

Baron, E. J. (2018). The effect of teachers' unions on student achievement in the short run: Evidence from Wisconsin's Act 10. *Economics of Education Review*, *67*, 40-57.

Brunner, E. J., & Squires, T. (2013). The bargaining power of teachers' unions and the allocation of school resources. *Journal of Urban Economics*, *76*, 15-27.

Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, *104*(9), 2633-79.

Cowen, J. M., & Strunk, K. O. (2015). The impact of teachers' unions on educational outcomes: What we know and what we need to learn. *Economics of Education Review*, *48*, 208-223.

DeAngelis, C. A. (2020). School Reopenings Linked to Union Influence and Politics, Not Safety. Reason Magazine.

Dingel, J., Patterson, C., and Vavra, J. S. (2020). Childcare Obligations Will Constrain Many Workers When Reopening the US Economy. SSRN working paper.

DiSalvo, D. (2015). *Government against itself: Public union power and its consequences*. Oxford University Press, USA.

Duplantis, M. M., Chandler, T. D., & Geske, T. G. (1995). The growth and impact of teachers' unions in states without collective bargaining legislation. *Economics of Education Review*, *14*(2), 167-178.

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Gross, B., & Opalka, A. (2020). Too Many Schools Leave Learning to Chance during the Pandemic. Center on Reinventing Public Education. Retrieved from https://eric.ed.gov/?id=ED605576

Han, E. S., & Maloney, T. N. (2019). Teacher Unionization and Student Academic Performance: Looking beyond Collective Bargaining. *Labor Studies Journal*.

Hanushek, E. A. (2011). The economic value of higher teacher quality. *Economics of Education Review*, *30*(3), 466-479.

Hartney, M., & Flavin, P. (2011). From the schoolhouse to the statehouse: Teacher union political activism and US state education reform policy. *State Politics & Policy Quarterly*, *11*(3), 251-268.

Hemphill, A. A., & Marianno, B. D. (2020). Teachers' Unions, Collective Bargaining, and the Response to COVID-19. *Education Finance and Policy*.

Hoxby, C. M. (1996). How teachers' unions affect education production. *Quarterly Journal of Economics*, *111*(3), 671-718.

Hoyt, W. H. (1999). Leviathan, local government expenditures, and capitalization. *Regional Science and Urban Economics*, *29*(2), 155-171.

Jaume, D., & Willén, A. (2019). The long-run effects of teacher strikes: evidence from Argentina. *Journal of Labor Economics*, *37*(4), 1097-1139.

Lieberman, M. (1997). *The Teacher Unions: How the NEA and AFT Sabotage Reform and Hold Students, Parents, Teachers, and Taxpayers Hostage to Bureaucracy*. The Free Press, A Division of Simon & Schuster, Inc., 1230 Avenue of the Americas, New York, NY 10020.

Lott, J., & Kenny, L. W. (2013). State teacher union strength and student achievement. *Economics of Education Review*, *35*, 93-103.

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Lovenheim, M. F. (2009). The effect of teachers' unions on education production: Evidence from union election certifications in three midwestern states. *Journal of Labor Economics*, *27*(4), 525-587.

Lovenheim, M. F., & Willén, A. (2019). The long-run effects of teacher collective bargaining. *American Economic Journal: Economic Policy*, *11*(3), 292-324.

Makridis, C. A., and Rothwell, J. (2020). The Real Cost of Political Polarization: Evidence from the COVID-19 Pandemic. SSRN working paper.

Makridis, C. A. (2019). Do Right-to-Work Laws Work? Evidence on Individuals' Well-Being and Economic Sentiment. *The Journal of Law and Economics*, *62*(4), 713-745.

Marianno, B. D., & Strunk, K. O. (2018). The bad end of the bargain?: Revisiting the relationship between collective bargaining agreements and student achievement. *Economics of Education Review*, *65*, 93-106.

Matsudaira, J. D., & Patterson, R. W. (2017). Teachers' unions and school performance: Evidence from California charter schools. *Economics of Education Review*, *61*, 35-50.

Merkle, J. S., & Phillips, M. A. (2018). The Wage Impact of Teachers Unions: A Meta-Analysis. *Contemporary Economic Policy*, *36*(1), 93-115.

Moe, T. M. (2005). Teacher unions and school board elections. *Besieged: School boards and the future of education politics*, 254-287.

Moe, T. M. (2006). Political Control and the Power of the Agent. *The Journal of Law, Economics, and Organization*, *22*(1), 1-29.

Moe, T. M. (2009). Collective bargaining and the performance of the public schools. *American Journal of Political Science*, *53*(1), 156-174.

Moe, T. M. (2011). *Special interest: Teachers unions and America's public schools*. Brookings Institution Press.

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Pei, Z., Pischke, J-S., and Schwandt, H. (2019). Poorly measured confounders are more useful on the left than the right. *Journal of Business & Economic Statistics,* 37(2), 205-216.

Winkler, A. M., Scull, J., & Zeehandelaar, D. (2012). How Strong Are US Teacher Unions? A State-by-State Comparison. Thomas B. Fordham Institute. Retrieved from https://eric.ed.gov/?id=ED537563

Rose, H., & Sonstelie, J. (2010). School board politics, school district size, and the bargaining power of teachers' unions. *Journal of Urban Economics*, *67*(3), 438-450.

Scafidi, B. (2017). Back to the Staffing Surge: The Great Teacher Salary Stagnation and the Decades-Long Employment Growth in American Public Schools. EdChoice. Retrieved from https://eric.ed.gov/?id=ED583004

Strunk, K. O. (2011). Are teachers' unions really to blame? Collective bargaining agreements and their relationships with district resource allocation and student performance in California. *Education Finance and Policy*, *6*(3), 354-398.

Strunk, K. O., Cowen, J. M., Goldhaber, D., Marianno, B. D., Kilbride, T., & Theobald, R. (2018). It is in the contract: How the policies set in teachers' unions' collective bargaining agreements vary across states and districts. *Educational Policy*, *32*(2), 280-312.

Strunk, K. O., & Grissom, J. A. (2010). Do strong unions shape district policies? Collective bargaining, teacher contract restrictiveness, and the political power of teachers' unions. *Educational Evaluation and Policy Analysis*, *32*(3), 389-406.

Strunk, K. O., & McEachin, A. (2011). Accountability under constraint: The relationship between collective bargaining agreements and California schools' and districts' performance under No Child Left Behind. *American Educational Research Journal*, *48*(4), 871-903.

Vachon, T. E., & Ma, J. (2015). Bargaining for success: Examining the relationship between teacher unions and student achievement. *Sociological Forum*, *30*(2), 391-414.

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Valant, J. (2020). School reopening plans linked to politics rather than public health. Brookings Institution.

West, K. L., & Mykerezi, E. (2011). Teachers' unions and compensation: The impact of collective bargaining on salary schedules and performance pay schemes. *Economics of Education Review*, *30*(1), 99-108.

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

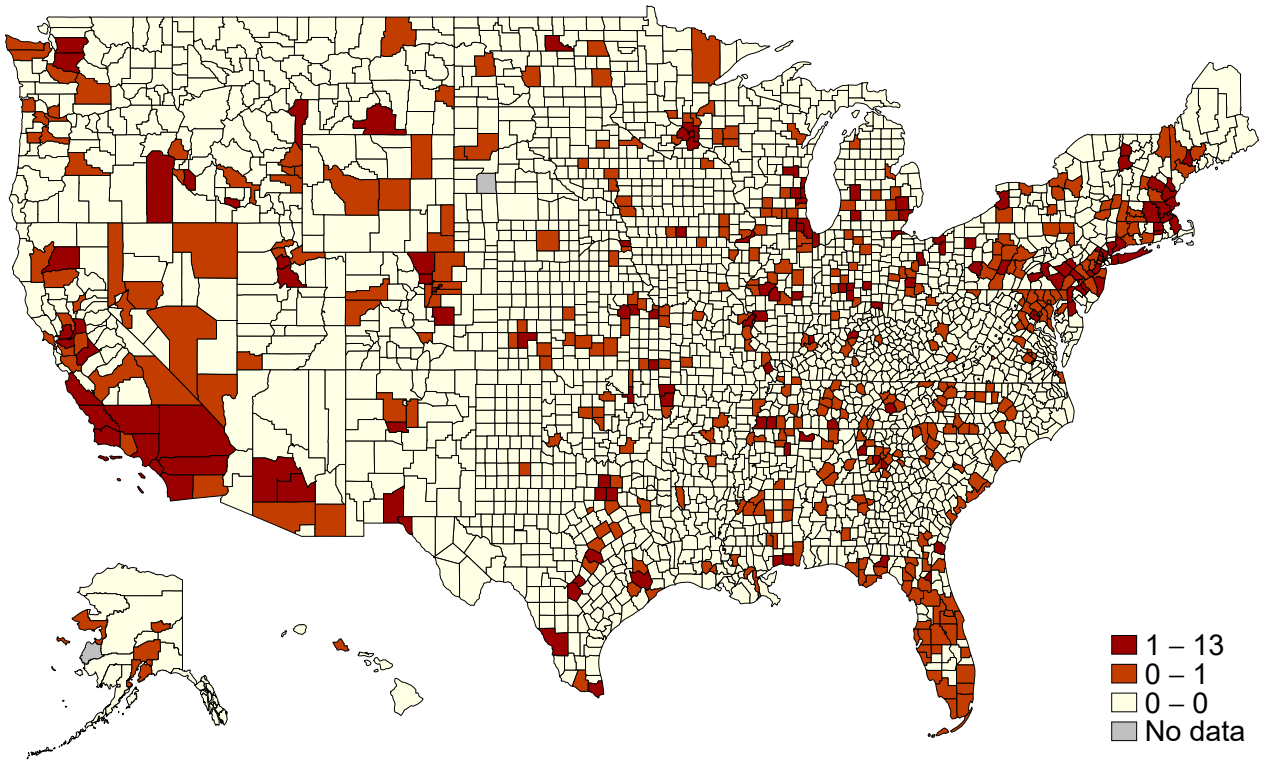


Figure 1: Coverage of School Districts in Counties in Sample

Notes.–Sources: EducationWeek. The figure plots the number of school districts within each county across the United States.

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Table 1: Characterizing the Sample of Counties Contained in EducationWeek

Dep. var. =	In-sample	
	(1)	(2)
log(Population)	.11***	.12***
	[.01]	[.01]
Male, %	.79***	.26
	[.27]	[.28]
Under age 5, %	3.57***	2.79***
	[1.06]	[1.03]
Age 5-9, %	2.07**	1.75*
	[.99]	[.93]
Age 10-14, %	2.92***	2.75***
	[1.11]	[1.06]
Age 18-24, %	.97	.87
	[.88]	[.83]
Age 25-44, %	2.09**	1.88**
	[.88]	[.84]
Age 45-64, %	1.84**	1.65**
	[.86]	[.81]
Age 65+, %	1.83**	1.61**
	[.84]	[.80]
White, %	-.04	.02
	[.06]	[.06]
Black, %	.07	.11*
	[.06]	[.06]
Married, %	.09	-.03
	[.12]	[.14]
Less than High School, %	-.01	-.03
	[.13]	[.15]
Some College, %	.06	-.08
	[.14]	[.15]
College, %	.91***	.67***
	[.17]	[.18]
Over College, %	.79***	.32
	[.27]	[.29]
log(Household Income)		.05
		[.04]
Unemployment Rate, %		-.27
		[.18]
Manufacturing, %		-.43***
		[.09]
Retail, %		-1.02***
		[.20]
R-squared	.29	.30
Sample Size	3220	3219

Notes.–Sources: EducationWeek and the American Community Survey (2014-2018) from the Census Bureau. The table reports the coefficients associated with regressions of an indicator for whether the county has a school district in it from the EducationWeek data on county logged population, the share that are male, the age distribution (the share under age 5, ages 5-9, ages 10-14,ages 18-24, ages 25-44, ages 45-64, ages 65+ normalized to ages 15-17), the race distribution (the share white, the share black), the share that are married, the education distribution (the share with less than a high school degree, some college, college, and more than college, normalized to those with a high school degree), logged median income, the unemployment rate, the share of manufacturing workers, and the share of retail workers. The county union counts are obtained using data from 2015 to 2017 to maximize the sample size. Standard errors are clustered by county and observations are unweighted.

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Table 2: Summary Statistics for Remote and In-person School Districts

	Pooled		Remote Only		In-Person Only	
	Mean	SD	Mean	SD	Mean	SD
Remote Classes	0.48	0.50				
Hybrid Classes	0.27	0.44				
In-person Classes	0.25	0.43				
Student Enrollment	22.7	51.4	32.1	51.9	12.1	20.6
Non-RTW State	0.51	0.50	0.64	0.48	0.24	0.43
Teacher Union Strength	26.9	16.0	30.3	16.2	18.5	15.0
Union Density	0.10	0.05	0.11	0.05	0.08	0.03
Population	691930	1278109	1132334	1666241	205020	493851
Male, %	0.49	0.01	0.49	0.01	0.50	0.02
Under age 5, %	0.06	0.01	0.06	0.01	0.06	0.01
Age 5-9, %	0.06	0.01	0.06	0.01	0.06	0.01
Age 10-14, %	0.07	0.01	0.07	0.01	0.07	0.01
Age 15-17, %	0.04	0.01	0.04	0.01	0.04	0.01
Age 18-24, %	0.10	0.03	0.10	0.03	0.09	0.03
Age 25-44, %	0.26	0.03	0.27	0.03	0.25	0.03
Age 45-64, %	0.26	0.03	0.26	0.02	0.26	0.03
Age 65+, %	0.15	0.04	0.14	0.03	0.17	0.04
White, %	0.77	0.15	0.70	0.15	0.84	0.12
Black, %	0.11	0.12	0.14	0.14	0.08	0.10
Married, %	0.49	0.06	0.47	0.06	0.51	0.06
Less than High School, %	0.12	0.05	0.12	0.06	0.12	0.05
Some College, %	0.29	0.05	0.28	0.05	0.31	0.05
College, %	0.19	0.06	0.21	0.06	0.16	0.06
Over College, %	0.12	0.05	0.13	0.05	0.08	0.04
Household Income	62491.94	16397.01	66157.14	16613.24	53943.80	12066.32
Cumulative Cases/100K	503.91	426.65	531.09	436.08	582.17	458.35
Cumulative Deaths/100K	6.75	8.55	7.47	7.79	6.82	9.44
Observations	835		397		210	

Notes.–Sources: EducationWeek and the American Community Survey (2014-2018) from the Census Bureau. The table reports the mean and standard deviation of the main variables used in the paper, including: district-level variables (the share of districts that are going remote, hybrid, and in-person, and student enrollment in thousands), state-level characteristics about unionization (the share of non-right-to-work (RTW) states, teacher union strength from the Fordham index, and union density), county demographic characteristics (logged population, the share that are male, the share under age 5, ages 5-9, ages 10-14,ages 18-24, ages 25-44, ages 45-64, ages 65+, the share white, the share black, the share that are married, the share with less than a high school degree, some college, college, and more than college, and median household income), and coronavirus cases and deaths per 100,000 people in the county.

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Table 3: Baseline Results Between School Reopening In-person and Unions

Dep. var. =	School District Having Classes In-person														
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Non-RTW State	-.27***	-.29***	-.14**	-.16**	-.14**										
	[.07]	[.07]	[.06]	[.06]	[.06]										
log(Teacher Union Power)						-.13***	-.16***	-.11***	-.13***	-.13**					
						[.05]	[.05]	[.04]	[.05]	[.05]					
Union Membership, %											-2.77***	-2.96***	-1.37**	-1.69**	-1.46**
											[.71]	[.69]	[.62]	[.65]	[.64]
log(Cases/100K)		.01	.03	.04	.03		.01	.02	.03	.02		.02	.04	.04	.04
		[.03]	[.03]	[.03]	[.03]		[.03]	[.02]	[.02]	[.02]		[.04]	[.03]	[.03]	[.03]
log(Deaths/100K)		-.07***	.00	-.00	.00		-.10***	-.02	-.02	-.02		-.08***	-.01	-.01	-.01
		[.02]	[.03]	[.03]	[.03]		[.02]	[.02]	[.02]	[.02]		[.02]	[.03]	[.03]	[.03]
log(Enrollment)				-.04***	-.04**				-.05***	-.05***				-.04***	-.04**
				[.02]	[.02]				[.02]	[.02]				[.02]	[.02]
log(Household Income)					-.29					-.33*					-.31
					[.20]					[.19]					[.19]
R-squared	.10	.12	.34	.35	.35	.09	.12	.36	.37	.38	.08	.11	.34	.35	.35
Sample Size	832	831	831	831	831	832	831	831	831	831	832	831	831	831	831
County Controls	No	No	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No	No	Yes	Yes	Yes

Notes.–Sources: Gallup U.S. Daily Poll, EducationWeek, and the American Community Survey (2014-2018) from the Census Bureau. The table reports the coefficients associated with regressions of an indicator for whether the district in a county is reopening in person (conditional on not being undecided) on an indicator for whether the state does not have a right-to-work (RTW) law (columns 1-5), the logged Fordham teacher union strength index (columns 6-10), and the share of union workers (columns 11-15), conditional on the logged number of coronavirus cases and deaths per 100,000 people, logged student enrollment (in thousands), logged median income, and a semi-parametric function of county characteristics, including: logged population, the share that are male, the age distribution (the share under age 5, ages 5-9, ages 10-14, ages 15-17, ages 18-24, ages 25-34, ages 35-44, ages 45-54, ages 55-64, ages 65-74, ages 75-85, and ages 85+), the race distribution (the share white, the share black), the share that are married, and the education distribution (the share with less than a high school degree, some college, college, and more than college, normalized to those with a high school degree). The county union counts are obtained using data from 2015 to 2017 to maximize the sample size. Standard errors are clustered by county and observations are unweighted.

Table 4: Robustness Between School Reopening In-person and County Union Counts

Dep. var. =	School District Having Classes In-person					
	(1)	(2)	(3)	(4)	(5)	(6)
log(Union Workers)	-.10***	-.08***	-.10***	-.10***	-.10***	-.07*
	[.03]	[.02]	[.03]	[.03]	[.03]	[.04]
log(Cases/100K)		.02	-.01	-.01	-.01	-.12***
		[.02]	[.02]	[.02]	[.03]	[.04]
log(Deaths/100K)		.02	-.01	-.01	-.01	.02
		[.03]	[.03]	[.03]	[.03]	[.04]
log(Enrollment)				-.01	-.00	-.02**
				[.01]	[.01]	[.01]
log(Household Income)					-.07	-.14
					[.10]	[.09]
R-squared	.11	.11	.18	.18	.18	.33
Sample Size	748	747	747	747	747	745
County Controls	No	No	Yes	Yes	Yes	Yes
State FE	No	No	No	No	No	Yes

Notes.–Sources: Gallup U.S. Daily Poll, EducationWeek, and the American Community Survey (2014-2018) from the Census Bureau. The table reports the coefficients associated with regressions of an indicator for whether the district in a county is reopening in person (conditional on not being undecided) on the number of logged union workers in a professional worker occupation (including school teachers), conditional on the logged number of coronavirus cases and deaths per 100,000 people, logged student enrollment (in thousands), logged median income, and a semi-parametric function of county characteristics, including: logged population, the share that are male, the age distribution (the share under age 9, ages 10-14, ages 15-17, ages 18-24, ages 25-44, ages 45-64, ages 65+), and the race distribution (the share white, the share black). The county union counts are obtained using data from 2015 to 2017 to maximize the sample size. Standard errors are clustered by county and observations are weighted by the number of respondents from the county in the Gallup survey.

This preprint research paper has not been peer reviewed. Electronic copy available at: https://ssrn.com/abstract=3684867

Oregon Farm to School and School Garden Network's (OFSSGN) Comments on Draft Permanent Rules for ODE Farm to School Competitive Procurement Grants

October 8, 2020

Oregon Board of Education Members,

Please accept these comments on the Draft Permanent Rules for ODE Farm to School Competitive Procurement Grants which we understand will be on the agenda for adoption at your board meeting on October 15, 2020. We recommend adoption of the Draft Permanent Rules.

We are pleased to see this language in the Draft Permanent Rules:
(2) All eligible entities shall:
(a) Be the recipient of a noncompetitive Oregon Farm-to-School Program procurement grant; and
(b) Have a zero balance of its initial noncompetitive Oregon Farm-to-School Program procurement grant award.

This will provide the opportunity for those non-competitive grantees who had their grant funds eliminated, as a result of budget cuts by the legislature, to apply for these grant funds, which have a similar purpose as the non-competitive grants. We recommend adoption of the rules with this language with this Eligibility Criteria.

We are pleased to see this language in the Draft Permanent Rules:
Criteria
(b) The Oregon Department of Education may grant a preference to applications which address how the applicant will implement or contribute to a successful Farm-to-School operation as determined by the department. Factors that may be considered include whether the applicant has proposed:
(A) Increasing purchases of foods produced or processed in the State of Oregon;
(B) Purchasing foods produced or processed in the State of Oregon by a federally recognized Indian tribe or Native American-owned business;

(C) Implementing a plan for incorporating culturally relevant foods produced or processed in the State of Oregon into its menu;
(D) Purchasing foods produced or processed in the State of Oregon by producers or processors that have been certified in a specific production or management practice, such as fair trade, sustainability, or animal welfare; or
(E) Developing new commercial relationships with producers or processors of foods produced or processed in the State of Oregon that have been certified as disadvantaged business enterprises, minority-owned businesses, woman-owned businesses, businesses owned by a service-disabled veteran, or emerging small businesses under ORS 200.005.

The Oregon Farm to School and School Garden Network (OFSSGN) has the goals of improving the health and well-being of youth, families, farms, and the environment and supporting programs that 1) Promote economic development by increasing market opportunities for farmers, ranchers, seafood harvesters, local food processors, local food distributors, and food manufacturers; 2) Promote environmental stewardship; and 3) Promote food justice by supporting healthy and equitable community food systems.

This language in the Draft Rules allows the ODE to help OFSSGN meet these goals, by incorporating social and racial justice and environmental standards into Oregon's Farm to School Grant Program. The language also aligns with the Governor's Equity Framework for COVID 19 response and ODE's Equity Lens, which we understand ODE should be using for resource allocation decisions. This language was incorporated as a result of previous input provided to ODE by the Oregon Farm to School and School Network and we are pleased to see it here as eligibility criteria. It is not exactly as we would like to see it, but we believe the language provides ODE the flexibility to address our concerns, so we recommend adoption of the Rules with those evaluation Criteria.

Adoption of the Rules is critical for program implementation. We recommend adoption of the Draft Permanent Rules at the Board of Education meeting on October 15, 2020.

Thank you for accepting and considering these comments. And feel free to contact me if you have any questions or concerns.

Sincerely,



Megan Kemple
Director, Oregon Farm to School and School Garden Network
megan@oregonfarmtoschool.org 541-344-4329

From:	MICHAEL Hebda
To:	GILL Colt - ODE; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; RUSSELL George - STBRD; SCURLOCK Jennifer - STBRD; WHEELER Bridgett - STBRD; VELIZ Anthony - STBRD
Subject:	Oregon Schools need to be open for full 5 day in person instruction for all grades immediately
Date:	Friday, October 2, 2020 5:31:28 PM

We are doing a great disservice to the children of Oregon. It our responsibility to make sure they are educated and ready for college, but that doesn't seem to be a priority for the ODE or the school districts. **Because of distance learning and reduced instruction time, Oregon kids are suffering and will never recover.** My son is a senior. In a normal school year, he would have ~135 hours of math instruction, he would have ~135 hours of English, ~135 hours of physics, not counting electives and other required courses. Yet this year, we have a shorter school year, a shorter class period, and only 4 days per week of instruction. **So instead of 135 hours per year for each core class, he will get at most ~64 hours.** In many cases, he isn't even getting instruction for the full class period. **How do we expect the kids to be successful with less than half the education they should get and deserve?** Do we want Oregon kids to never be able to go to an out of state university? Oregon already had one of the worst reputations for college prep and now we have cut class time by more than half. Many states may now not even accept Oregon high school diplomas for college entrance. And if they even get into college, do we want them to fail at college before they even get there because they were not prepared in high school? This is what you are giving the kids. **The only acceptable option is full time, 5 day a week in person instruction starting immediately before any more time is lost.**

Michael and Rebecca Hebda

From:	mike deeds
To:	StateBoard Public Email
Subject:	Public Comment: GED Option Programs- Student Attendance Requirments
Date:	Wednesday, October 7, 2020 10:43:53 AM

Dear Board Members,

Does the board anticipate a change in daily attendance requirements for students participating in alternative programs, specifically GED Option Programs. Currently, GED Option students are required to meet the 1x per day, per school day, each week- Understanding that many GED Option students are progressing through their preparatory courses based on individualized study plans which align with a student's employment needs and family care, these students often complete course work in the late evenings/early morning...does it make the most sense to require GED Option students to meet the attendance requirements of regular diploma students? Is the previous 2x per week attendance requirement considerable moving forward, as we acknowledge these specific student's barriers to success?

Thank you for your consideration and guidance,

Best Regards,

--

Michael Deeds
GED Specialist, TEACH-NW
Eugene, OR

mdeeds@marcola.k12.or.us
www.teach-nw.com

"There is no greater education than one that is self-driven."

-Neil deGrasse Tyson

From: Mollie Fessler
To: StateBoard Public Email
Subject: Return to School
Date: Friday, October 9, 2020 7:25:41 PM

To the Oregon State Board of Education,

Please allow our schools to have the choice to open. After 6 months of not being in school, there is more harm being done to our kids by keeping them at home. Our small school back in June implemented all the safety precautions necessary in order to safely open up school. We should be allowed to have the choice of whether or not we want our kids to be in school. Our school is Kindergarten thru 8th grade with about 125 kids, averaging about 12-15 kids per classroom. The desks are all spaced out and all our teachers want to be back full time. We are also set up to allow for those who are at risk to continue distance learning. Oregon kids are being left behind as are metrics are unattainable compared to most states. Education is essential. I don't understand how allowing these schools to be open for daycare is any different than my 8-year-old sitting in his 2nd grade classroom with 12 other kids sitting six feet apart wearing a mask. Please do what is best for the kids and open up the schools before more kids slip thru the cracks and all Oregonians are left behind!

Thank you,

Mollie Fessler

From: Monica Weathersby
To: VELIZ Anthony - STBRD
Subject: School reopening metrics
Date: Friday, October 9, 2020 8:02:57 AM

Don’t teachers and families deserve the chance to not die? Helmets, air bags. Deadly disease no biggie, if you die, oh well. It’s not our fault! But YES it is! If I am pressured to go back to school or loose my livelihood and the duty I have to support my family, I will be at fault for allowing it and you will be at fault for applying the pressure. And ultimately all of the children, mine and the community will loose. Death from school reopening is happening all around our country. But no one, not even the federal government is to blame. We know how disease is spread. We have microscopes and brains. If we follow the insane train of thought to reopen, we are all guilty and are no better than our president!!!

Sent from my iPhone

To: State Board of Education
From: Nancy Willard, Embrace Civility http://embracecivility.org and nwillard@embracecivility.org
Re: What Educators (and some parents) Are Saying
Date: October 12, 2020

It appears that those in state leadership — the Governor, OHA, OED — really do not seem to care what the people who they are putting in harms way think. So on Oregon Safe Return Facebook group I asked them what they wanted to say to you. I have hidden all information about location because many are terrified about retaliation.

I work in the north [redacted] school district. My doctor has written two letters to the district asking that I be allowed to work from home or on a hybrid/home schedule. Our district is requiring staff work at the schools to increase collaboration, though all our meetings are virtual. We have already had one COVID case in a staff member, with 3 other required to

other required to quarantine. Our district nurse doesn't see any reason to take kids' temperatures when they come back because it's not a valid indicator (her words). I do not feel safe.

"I teach kindergarten. Keeping our youngest charges socially distant, repeatedly warning them that sharing toys, hugs, whispers, dances, a spot on the reading rug, a seat on the bus, school supplies, bathrooms, and equipment could make them or their families very sick is not emotionally healthy for them or me. Stopping and preventing the naturally pro-social

behavior that kindergarten teachers instinctively encourage is heartbreaking. In kindergarten, kids learn academics through joyful sharing activities, almost all of which are not feasible under COVID safety guidelines. Please consider putting effort and money into improving CDL. I'm a kindergarten teacher, not a warden."

Hi Nancy, thank you for your advocacy in the Safe Return group. I am a school psychologist, my husband is a middle school teacher, and we have a 2nd grader. The safe return is of the UTMOST importance to our family. The fear of misstepping due to pressures to lower the state metrics is terrifying. Our biggest concern is that the decision won't be

based on science, but on the loud voices of very angry parents. Lowering the metrics makes us question the validity of the safety guidance from our state, as that was the number they TOLD us was safe to return. If they change- what are we truly to believe?

We've been told that our district has been potentailly "fudging" to get more kids into rooms, etc. Everyone

is so much in a panic now, it seems as though no one is really thinking of safety- just of return.

Another concern is the ventilation/hvac system at my old school. The classroom next to mine doesn't have any windows and I have to keep the door adjoining the rooms open precovid to let in enough fresh air to keep the radon level down. And now Covid...

Also, my husband classroom is so small and they dumped more students in there he can only have students 4 feet apart. The district said the 6 feet was a recommendation and NOT a requirement. Bullshit..I am sick of the manipulation of the rules.

In response to your safe return post:
Safety: Have had multiple teachers report coming across staff not wearing masks/not maintaining distance within the building. Have seen a group of teachers working together joining in on a video conference with one of them not wearing a mask.
Accomodations: An older EA was not given access to a hotspot so

access to a hotspot so she could work from home and now has to work in the building.
Challenges: significantly increased paperwork, the combination of having one day a week dedicated to meetings/trainings and students and school schedules having changed in a way that provides very little opportunities for direct intervention outside of that day

significantly impacts being able to provide appropriate services for students.
Infections: A staff member who had worked in building at several points was out of covid, most staff found out from the staff member self disclosing not from school administration.
Hope this stuff helps

Yes most of our plan is required but not being enforced by the principals so therefore aren't being followed. So frustrating as my husband and I don't want to be in person as many don't so the least the administration can do is enforce the safety rules to help those of us who have major concerns feel less anxious..

I'm a teacher and my district said that if you are at your own workstation, 8 ft apa rt, you can take off your masks. There are multiple people in the same room because of this and masks don't seem to be going back ok n when people walk near them. Social distancing is definitely lacking with this model. There are more distractions and

background noise at work than many would have if teaching from home. All teachers should automatically be given a choice to professionally choose what fits best for them and their situation.

My 2nd day of work, I was in contact with a teacher who that night found out her next door neighbor and contractor contracted it. When I asked about the need to stay home for work(I'm classified and therefore REQUIRED to be in the building for work while teachers are free to work from hime even though you still find them at all the protests). I was told no need to stay home

unless the teacher came back as positive. In the mean time, how many others would have been exposed had she tested positive. Which thank God she didn't

In my district, requests for accommodations are only granted if the teacher will report to the building. Nobody is allowed to work from home, even if all their work is online. Teachers like me, who are at risk, are forced to report to work inside a building where children and adults are present. I teach CDL and attend meetings remotely from a windowless room in a building with a poor HVAC system. My only other option is to take a leave of absence. That is the "accommodation."

Hi Nancy, I work at a school in the [redacted] School District. Yesterday at dinner, I found out from a coworker that the 2 school district nurses went home with fevers yesterday. They were at our school Monday, checking on my close coworker who was having vision issues. They took her blood pressure and temperature. I was in the room, within a couple of feet. We were not told that we may have been exposed by either our principal, who knew that we had been in contact with them, or by the nurses themselves. It has been very upsetting. My husband has a compromised immune system. He and my boys are staying with my elderly parents. I am getting tested tomorrow. The district tomorrow. The district doesn't think we need to get tested. So frustrating. We feel they are being very irresponsible and unprofessional.

I saw your post about feedback and I did not want to post publicly because I am still trying to get approved to work from home. I am at medford school district in the front office of an elementary school my husband is high risk so I have voiced my concern starting I think July 2nd when they sent a survey to staff. I have tried to keep myself with as minimal risk as possible, but was then exposed to a positive case (in my workspace for 10 minutes) and they changed the guidelines that it is now only considered an exposure if it is 15 minutes or more. Since 9/21 I have been trying to jump the hoops to work from home. I think I have everything in order and finally have a meeting set up for this Monday. Superintendent talks about priorities to keep students and staff safe- but that is not felt around the district.

We will be starting LIPI this Monday bringing between 100-120 kids to school for 2 hours three times a week.

In a meeting with district wide classified staff this week they let us know that the only exposure being considered is direct exposure - it does not get transmitted on anything. Someone from the IT department was concerned working on someone's computer at a school and then hearing through the grapevine that there was a positive case- who knows if they had been on that persons computer. District says it won't be tracked because that doesn't fit as an exposure.

Hi Nancy, I work with a wonderful group of educators, but they are still being super stupid at school which is why I haven't joined them, and won't until I am required to be on campus on Nov. 2nd. I will also be moving out of my house at that time as my husband is immune compromised.
They have been eating lunch together in rooms since they are not allowed to eat together in the staff room. They have been working in small rooms and offices together where they, "are 6 feet apart, so they don't have to wear masks." I have had someone behind a colleague in a meeting take their mask off and shout to say something to me on the Zoom meeting totally disregarding the staff members in their presence. They are also organizing workout sessions after school in groups which will be held indoors when the weather is bad. These are careful thoughtful adults.
I can't imagine the chaos when kids are stuck in a single room all day in hybrid, and then only for 2 days a week- the other 5 days a week? Shrug??? I just don't get any of this...

Hi Nancy. I am the OSEA president for [redacted]. I am going to relate several concerns from classified members in [redacted].
Please keep my identity confidential.

Several elementary schools in our district have started requiring all classified to work in the buildings. They are putting them in the same classrooms, masks off to work online. They are all assigned the same lunch in our small staff lounges.

I have received several complaints regarding an elementary principal walking the halls without a mask, coming within 6 feet of classified employees, while not wearing a mask.

Several elementary principals are holding in person staff meetings.

Educational assistants are being asked to perform custodial duties, rather that work with students online.

Laying down markers on the floor where they expect kids will stay in perfect lines 6 feet apart once we come back. Looks great on paper but it won't happen in reality. Saying thst all kids have to wear masks then leaving a teacher in a room full of Kdg students. Plan looks great on paper but no basis in reality.

I'm just tired of people building something on paper that will not happen in real time. And they don't care because they can say "we gave them a plan to follow....."

One of the buildings at my elementary [redacted] has four "rooms", but only one of those rooms has complete walls and a door that closes. None of the windows in this building is able to be opened. The other 3 "rooms" are open concept with no doors and walls that do not reach the ceiling. That building also has 2 single toilet bathrooms, but the toilets are adult height so they don't work for young kids. Our principal insisted that all K/1 classes MUST be together and plans to put all 4 classes in this building when we reopen. That completely defeats the idea of cohorting, as there are no ways to separate 3 groups of students, and no way to access fresh air in that building, aside from opening exterior doors, which has been deemed a safety hazard. Also, because the bathrooms are unusable to the students being placed in that building, students will be required to use a key card to go in to the main building (largely unsupervised) and use the common restroom.

Considering K-3 is the age group being looked at to return first, it is alarming to me that the students are not being dispersed safely throughout the building - we have 12 classrooms in the main building with complete walls, doors and operational windows, plus we have a portable with 2 classrooms. This decision will put every student and adult in K/1 at an unnecessary level of risk and I am furious.

Please don't use my name in your report. People that have spoken up were told that if they don't like it they can find another job 😠

This is a response to your call. A simple, but important example.Since my return to work in August I have been in meetings at my administration building where people are not wearing masks and sitting within 6 feet of each other. Additionally when my husband (who also works in the district) met with his administration prior to school starting...his

Once school started. They did now switch to wearing face shields. If we can't even keep the adults in our district safe how are we going to do the same for our students in the masses?

Hi Nancy, thank you for all you are doing to support us. [redacted] School District requires staff to come in, unless we have a medial accommodation. I have been asked, as a TOSA, to travel to multiple school sites in one week. Two administrators have scheduled necessary meetings in spaces far too small to socially distance. We were told filters were replaced in HVAC system, only to find they never really were (on backorder and installed 1mo. late). We are now starting LIPI, with students in self contained classrooms needing toileting, and no promised PPE. I fear my Special Education teachers will quickly be exposed and fall ill.

Thank you for the info. I'm hoping that someone will at least set some metrics for when you are open and cases are rising so our board can't keep us from closing.

My own principle has been through our halls many times without his own mask on, after urging us to wear them at all times outside of our classrooms. we are also required to come onto campus on monday's for zoom staff meetings - which still makes NO sense to me at all.

There has been no discussion about how to treat the air in the

to treat the air in the building when staff is there, and especially when students come in for LIPI

it's been such a silent area our union will begin negotiating returning conditions.

I have had zero communication about any kind of mentoring at all - i am a second year teacher this fall

[redacted] school district has refused to answer the question about what they will do for families that refuse to follow safety standards such as mask wearing. We have asked multiple times and they blow it off

My daughter- ADHD doing amazing with online! Possible straight A's and has eliminated mean teachers who don't always understand, bullies, &tardies. No problems logging in after tech issues were addressed. Lots to celebrate! Why change things up again we know change is so hard for kids and why would we want dead teachers or students? It's absolutely hard as a parent but won't put my babies in harms way. Thanks to teachers for all they do!

We tried to write, call etc to Colt telling him oir district doesn't meet the 1-3 sections required for this special exception but he didn't listen

Hello-
I am in [redacted] I requested to have an online position because my husband is high risk. It was denied and I was sent into a first grade classroom where they are not following the cleaning protocols they put in place. There are staff wearing sheer masks, wearing no mask, wearing masks under noses. No cleaning of playgrounds until it was pointed out in an email. No extra cleaning of surfaces or bathrooms during the day. I am a union rep, and was told before we went back in the initial meeting with all the building reps and administrators that we would have 3 levels of cleaning and if any districts in the county had cases we would move up to the "yellow" level. There were two cases in a neighboring charter school and when I asked admin about it I was told "I'm sure it doesn't count because it's a charter school." They also did not get us box fans until I emailed a second time. (We have a very old building with no air system.)
Please do not use my name. Or district. I am already facing retaliation for making them stick to their plan as the union rep. Thank you for all that you are doing.

Also, when another staff member asked about employee testing she was told that we should just stay home if we had a fever and come back when we feel better. 😡

I have a lot of reopening plan concerns, but one I haven't seen others bring up much: "Mask breaks." IN the classroom. It defies all the science. I get needing a break from wearing a mask all day, especially for kids. But it absolutely should not be required to allow students to take off their mask inside a classroom with other people in it whenever they need a break. What's the point of requiring kids to wear one if they can be take it off in the same room as others whenever a break is needed? The state requires schools to allow students mask breaks. As far as I know, the state hasn't specified where those breaks can take place. My principal has no plan for how/where mask breaks will take place. One coworker suggested in a designated place in your classrooms. No better solutions were suggested. There is no way I would feel safe teaching in a classroom where kids are allowed to take off their masks inside the same room where I am. That just defies logic.

Also, when my principal was asked who would be assigned to watch a student with Covid symptoms until the could pick them up, he had no plan, nor seemed to take us seriously when we expressed worry about being assigned that role. We are not in-person yet, but will be doing LIPI down the road. So far, no employee at our school has been identified nor trained on how to safely use the PPE that is required when isolating and watching a student with Covid symptoms. We have never had a nurse, so we don't have anyone who is already familiar with PPE protocols- such as when/how is safest to take it off and dispose of it when leaving the isolation room. Schools are not hospitals, why are we being asked to act like one when a student shows Covid symptoms?

My request to work from home when I had no childcare was denied and I was told they would not find a sub if I took FFCRA leave, leaving a burden on my coworkers (guilting me into finding inadequate care).

Safety protocols not being followed: mask wearing, social distancing, and following strict guidelines on square guidelines on square footage and cleaning protocols are not being enforced. Many people are traveling between buildings and refusing to wear a mask (even with students in the classroom). We have had trainings with food service and the school nurse. No masks worn. We are bringing kids daily on Limited in Person Instruction who just "want" to come in, it's

My district is open for Limited In Person instruction. Several students are not able to wear masks. We have been instructed to "work on it" while segregating the student from their peers. Some of these students have been attending LIP for WEEKS without wearing masks and there is no clear line of when that student will no longer be able to access LIP. These students also have a very difficult time with physical boundaries, so distancing is not an option for most of the time. I have also witnessed MANY staff sharing computers for meetings (less than two feet apart, though masked) and other teachers entering classrooms unmasked and approaching within 3-4 feet of others and being seen on the video call. I'd rather not share my district, but if you need that info I will. THANK YOU.

So just curious as to what you think about our situation. I appreciate all your hard work and your voice in this group. So we started in person k-3 . I'm in Bandon, so coos county. Well we found out two weeks ago we were above the metrics. But according to the exception we are allowed to stay as the exception states for more than one week. The next week cases were high but not over 30/100,000. This week they were way over already by Wednesday,,,, here's my dilemma. Ode/OHA have now told our admin team that the metrics don't apply to us now. Basically we are open and they told them to do whatever they feel. I asked what if we have a case of Covid at our school...will we shut down? Nope. Not even a positive case cohort will be out for 2 weeks but not the whole school. I'm really upset thinking now because our school board pushed really hard to open that there are no rules they have to follow for my safety and the safety of others!

So my mom is a school nurse in the district next to mine. She sat in on some trainings on Friday and said that there are no closing metrics. The only way we close down is if there are cases in our school and the health department shuts us down! 😡🤦

Once you have opened

It's a loophole they created somewhere totally separate on the site. So even though our number were through the roof last week, it won't even matter 😭

Hi Nancy! I teach third grade in [redacted] chool District. Some things I've noticed:

Custodians not wearing masks
Staff members wearing masks below the nose
Masks and shield not readily available
Sign up procedure- one pen and people crowding the table

Admin downplaying/lying about where a staff member had been in the building who had Covid.
Admin guilting teachers into returning to school and repeatedly saying not returning to work would "leave your team and kids in the lurch."
Admin not looking out for teachers' best interests

Not handling CDL well or discussing it at all... instead ONLY focusing on hybrid which isn't slated to happen for 2 more months.

Our district took 4 weeks to get hotspots for internet so a lot of kids came to school 4 weeks late.
Faulty chromebooks that constantly need tech support and to be swapped.
Poor school internet.

CDL: students falling behind
No one on one help
Kids with reading skills aren't getting accommodations
Testing is extremely inaccurate

We are now entering our second week of over 30 cases per 100,000, if the numbers stay the way they have been and I can tell you us teachers are scared that they are going to somehow find a way to keep us open...like the state will change the metrics for going back to distance AGAIN

This is from the Winston Dillard District, demonstrating how the Metrics are not being required:

1. At the middle school and highschool we have well over 10% of our students and staff living put of catchment area
2. Our cohort sizes are larger than 50 (which is the number required for small schools exception).
3. We do not have "controlled" cohorts at required. Kids intermix in halls,at lockers, during lunch periods and breaks and PE class

Hi Nancy. In response to your post on "Oregon for a Safe Return to Campus": I work in the Phoenix-Talent School District, where we were just granted permission to hold in person instruction. At my school, several staff members are still not wearing masks in the building. The issue has been reported to our Principal and Human Resources

Human Resources Department, yet it still continues to be an ongoing problem. Not sure how we can feel safe in bringing students back when staff members aren't able or required to follow the safety procedures that have been put in place. This week we had our first staff member test positive for COVID and we haven't even brought students back in the building yet. We

in the building yet. We also currently have at least 6 students at our school that have COVID, yet they are pushing for us to risk our safety and go back to full in person learning.

Hi, I'm a ParaEducator with the Estacada School District. Even though our county hasn't met the metrics they were granted an exemption because of the Riverside Fire we had here. I gave my district a letter from my doctor because I'm considered high risk for serious illiness from Covid. I sent the letter to my district & they said I'm not eligible for FMLA because it states that

it would be better if I can teach remotely however, if I have to go in in person I'm to wear a mask & stay at least 6 ft away from students. Our school district has opened the doors 4 days ago to a limited number of students. Today they closed the doors for the 2 elementary schools however, the middle & high schools are still open. I'm at the high school. They were allowing

students to be in the high school all day until Thurs because they were told that it was a 2 hour window. Some of the students aren't wearing masks but are wearing a loose face covering. Some of the students that are coming in are also high needs & the Para's that are working with them have to sit right next to them...there is no social distancing. We were told that there

can be as many as 250 students in each building at a time. If you look up Estacada School District there is a video of the superintendent saying that. There are a lot of us that are extremely stressed that they have allowed our district to open.

I used the names of these districts as I did not think the staff could be identified and these are 3 districts that received special permission — but are clearly not following appropriate safety protocols. This is of significant concern because these regions are at far higher risk of infection due to the disruptions.

Hey Nancy! Yesterday was my last day as a teacher because of safety concerns. I am a [redacted] teacher and [redacted] county school district has determined that all specials teachers have to go into "at least" 6 classrooms per week. Our union tried fighting them on this because what's the point of having cohorts if specials teachers are just going to rotate through them and potentially carry exposure from classroom to classroom. Also they were trying to protect us as we are being forced to work with MANY more children than any of the classroom teachers. The district has decided to go from a position of "equity" instead of safety despite being told by us that asking us to expose ourselves to a whole school in a two week span is not equitable. They've also determined that all specialists (reading, speech, etc) must work with children in person for 30 mins a day and the rest can be virtual. This really only serves the purpose of allowing them to say ALL teachers are teaching in person. It actually increases exposure within the school. So I am now in a leave of absence for the year. I refuse to be exposed to the entire school over the course of two weeks. I would be in each room for 30 minutes at a time. And we are not allowed to remove children who refuse to wear their masks.
In addition, we have one front office employee who continues to wear her mask under her nose. Many of us have asked the admin to address this with her. A few days ago she was working in my room to turn it into the isolation zone and her nose wasn't covered. I said something to our VP who told me she said it slipped. I let them know that is not an excuse. She is an adult who should know how to tie her mask to fit behind her ears. Or she could get a new one, especially since the school provides them. It was still off her nose when I left the building for the last time yesterday so there is no follow through.
Hope this helps.

Oh. And my school is a k-2 school. Next week we are opening up kindergarten. First and second will follow soon.

I don't know if you get messenger but wanted to anonymously report a couple things I've seen from admin. Our school is not open yet in person, but the first thing our admin showed us on our first staff meeting back was a picture of a very large gathering of people in front of our school, outdoors all standing close together, not distanced, few to no masks. It was maybe around 30-40 people. The group was a kind local church group, all ages, who had helped clean up our school the weekend before.

Second, our associate principal walked into our principal's office during a zoom meeting my team was on, to ask a question. I noticed the principal back up to a good distance, but then noticed the AP pulled down his mask to speak to us on Zoom.

I have also asked multiple times to be on a district committee with a specific purpose: developing classroom protocols (that are standardized) with systems that will ensure state guidelines are followed, and to make sure we have systems for health reporting.

I have repeatedly been told there is no committee with this purpose, at this time.

It concerns me because mine was a district who initially (before state guidelines) wanted to open with no mask or distancing requirements, only have them as suggestions. At that prior time (again, prior to state guidelines being released) we were also told the students would be able to go to the bathroom anytime with no restrictions or assigned bathrooms. All this was so unsafe, they also released a video that outlined "safety" which did not mention any mask or distance requirements. It referred to safety on the busses but no additional staff for making sure guidelines were met even for this.

I don't know why my

I didn't because it appears (or I've been led to believe) that my superintendent has close connections with ODE and I wouldn't be able to remain anonymous. I've also told that the district is technically (maybe not morally) following the law.

Additionally, our board is very conservative, questioning why teachers are even concerned about school if they are school if they are willing to go grocery shopping. I've been pushing back as hard as I can with the district. I wrote three emails to them this past week about this.

When multiple teachers send the district emails about the same concerns, they have been written off as a generic union action from the state level and ignored. I feel like we're being gaslighted. We hear one thing in conversation and then the opposite is implemented.

I am asking this question of everyone. Have you filed a complaint with ODE? If you did, what if anything happened? If you did not, why not?

No I haven't. Because in this job, we're expendable

I have not. I'm afraid of repercussions . Our District is so small and people have been told if they don't like it to find another job. Even

So.I have absolutely NO faith in the ODE complaint process, my districts complaint process...us actually ever complying with the rules...it is just one big corruption

And who will complain- very few know that districts can make their lives a living hell. Oh wait- they already have....

I did not file a complaint with ODE. I worried about exposing myself and it also felt like a betrayal to the district. It is weird to feel loyal to them when they are making choices that I do not agree with. It is complicated.

At the middle school there is several staff memeber wearing masks with Holes. Also, many of our IAs including ALL of the food service workers who prepare and serve food to every student in the district are wearing chin shields only. On our district website we have a link to our return to school plan with mask requirements and a link to CDC guidelines.

Masks with holes are not allowed. Face shields are NOT recommended, but if worn MUST be the ones from chin to forehead. I have complained via text and email and in person to my principal 5 times about this. I even sent him a screenshot of the district requirements. He finally told me last week he will send my "inquiry" to the District office. Over a week now and haven't heard anything. I field an OSHA complaint and ODE compla.
OSHA got back to me and said they referred my complaint to ODE (I have no faith in ODE as they allowed our schools to open).
We had a sick kid (chills, shaking, multiple covid symptoms) sent to the office. He was sent to lunch and back to class. Our district plan clearly says they are

isolated the rest of the day or sent home.

My principal tried to tell me students were 6 feet away in my classroom so therefore didn't have to wear masks. I told him no.
He also told an entire lunch period that they could take their masks off as long as they stayed social distanced (you can imagine what that was like).
We are required to have students eat breakfast in our classrooms. I have expressed my concerns for my safety with all of the kids with masks off eating breakfast. I was ignored. We have NO HVAC system at our school and were told to open a few windows.
The staff bathroom is sanitized once a week. I have requested more (to no avail). Another teacher reported the principal the lunch tables were not being sanitized because they could see food from the day before.
I feel like my district (board, superintendent,principal) don't believe in covid so they are okay with loose rules and won't enforce anything

I am a teacher and I feel like I am a doctor in a war zone.

I'm a behavior resource special education teacher. I work with students who have emotional and behavioral disabilities that affect their ability to participate in school like neurotypical students. There is a lot on my plate.... on a regular, non-covid, day at school in a building. I'm used to making 10 decisions a second, walking or running 10,000 steps a day to get my job done. I have a system for making sure I'm in constant contact with parents, social workers, therapists, counselors, principals, district administrators, teachers, students, and the secretaries. I'm used to getting screamed and yelled at by 12 year olds and having things thrown at me. I still love the kids. I'm used to students and staff coming to my room because they feel safe to vent, breakdown, and talk. I'm used to having to take a break in the storage closet in the library so I can take a few breaths, maybe a cry, regain my composure, and go right back out on the battlefield. I'm even used to having to hold meetings with parents that I don't feel safe in the same room with. I can usually balance this with my day-to-day life. I have coworkers who are my rock. Yeah, it's hard but it's just another day at work for me.

But online learning isn't just another day at work. It is all of the above and more. It's working 8, 9, 10 hours per day 5 days a week and sometimes weekends with a constant barrage of technology, screens, and alerts. It's managing a caseload of students on their devices and making sure they get to over 50 different classes per day. It's learning each of those 50 teachers' systems and platforms, and knowing exactly where the links to their live meetings, their homework, their missing work, and their videos, because none of them are set

helping my amazing coworkers navigate the 20 different platforms we're using for education and the 2 more rolling out next week. It's teaching my paraeducators how to use a computer for the first time. It's creating 17 spreadsheets, one for each student, a master schedule, a Tuesday Thursday and a Wednesday Friday each with hyperlinks to each of their 50 teachers' pages so I can help any student as soon as they ask me for help. It's responding to a constant slew of messages asking for help getting to class, opening a document, understanding their schedule, or just "help". It's responding to parents when they get off at 11:30 at night because it's the only time they're home. It's making to-do lists with tasks that are impossible to prioritize. Who do I call first, the parent of the student who told me they are suicidal, or the parent of the student who is receiving sex solicitations from strangers? What happens if I choose one and it was the wrong one? What if I don't get to both today? Will I be able to sleep? Do I help the student who has covid catch up with their work before or after I help the student whose parents work opposite swing shifts and has no supervision? What if they both fall behind? How do I respond to questions about racism? Do I call the parent about that transfer IEP from out of state that needs to be done immediately, or do I call the parent with covid to make sure they are ok? What happens if the parent gets really sick? Who will take care of the kids? Are the kids ok? Do they have food?

Have I eaten?

When's the last time I had any water?

What day is it again?

Every day. 8 hours a day. 5 days a week. For the next 8.5 months.

I was informed by our union person that there is no official way the districts are bing required to track or monitor complaints that come in from ODE or by employees. ODE basically passes the complaints on to the superintendent and then he is supposed to handle them...but there is no sort of formal form or anything the superintendents fill out stating they have investigated the complaint.

I think a major issue/concern is the states complaint process. If ODE complaints to come through to a district there is no tracking beyond that. The superintendent doesn't have to even check on the complaints. There is no form/ no documentation nothing they have to do.

there is no sort of formal form or anything the superintendents fill out stating they have investigated the complaint.

My succinct comment. We should not reopen schools to in person instruction until we can be reasonably certain of not having to shut down again. For our most vulnerable students who have only now figured out how to do CDL, changing to hybrid would throw their lives into chaos- again. To have to then back pedal because it wasn't actually safe to open will be even more devastating. The uncertainty and fear this would create, along with spreading COVID, makes reopening a terrible idea. We should open a district when there have been no new cases in that area for 3 weeks. It's the only way we can be sure we won't be immediately closing again.
By the way, teaching is a hard job, and it's very difficult in CDL. I'm easily working 4 hours a day over contract. I would rather work this hard and keep us all safe. Let's make CDL better, for students and teachers. That's the work in front of us this year.

It's simple: keep staff and students out of the buildings at least until after winter. We will survive a slow down in education, but we can never recoup lost lives.

As a parent now I have not had contact from the school explaining what the plan is for students staying in CDL once we go f2f in November. I am concerned that the quality of instruction will go down because his teacher will be asked to do both at the same time. This is an insurmountable task for a teacher and the decrease in effectiveness would not be her fault but rather the fault of leadership that chooses to make teachers do double duty. CDL is difficult but at least his teacher is fully focused on that method of delivery and can craft her lessons to fit that platform. If she has to do both I imagine that I will consider unenrolling him.

I have a coworker who does not wear a mask all the time when others are in person with her.

I don't trust that we are being notified when anyone (staff,students) has tested positive for COVID. It doesn't feel safe. I also don't trust that numbers aren't being skewed to fit metrics to push us in to F2F sooner. I am appalled that our 'leaders' are caving in so to speak to public pressure to reopen with such little regard to our safety (staff,kids, families AND community).

Districts not being transparent or telling employees if people are sick. I think anytime an employee is sock even if it isn't Covid that employees should be notified. It would be helpful physically and mentally.

staff have been seen 2 or 3 to a room not wearing masks on multiple occasions.

Staff have been told by HR that there will not be accommodations for high risk to work from home, only unpaid absence if you do not qualify for a leave or have used your leave time previously.

Staff have been told there have been cases but not which schools they are related to or how many.

All I am saying as a former public school employee. A mom. No way are my children with health issues going to a building all day with a bunch of others. No. Way.

We need to be flooding him n others with our voices!! This is ridiculous that we are getting new metrics. What science is being used n for what ? I know of nothing new science wise that would change the risks ... nothing !!

I am a grandparent that has to pickup my grands everyday after school. Kindergarten and Second grade in person learning. I have true anxiety for being exposed as I have age and health issues against me. We are rural. Fight the fight and stay safe teachers. Should be no one on campuses this winter!!

I requested accommodation by asking for unpaid leave to educate and care for my medically needy son who is seven. It was not granted so I had a choice. Keep teaching for my 18th year in my small district and risk exposing my son to the virus and having him do CDL alone or resign and give up my career. I resigned.

Teachers who are SERIOUSLY struggling with tech are not getting the support they need - or any support at all, unless they independently connect with a peer for mentoring (who is not paid to do so). Many of us are trying to help each other without any support from admin or any acknowledgement that we're taking on more work.

Districts are not telling people how fast they will notify us of potential exposure/positive case in the classroom. Where are the studies, research and dr opinions on how harmful switching from CDL to F2F to CDL to F2F will be on kids and parents. Especially working parents and sped /iep kids that have a hard time being out of routine. And the effects on the mental health of kids knowing someone they are close to is sick with covid. The back and forth open/close/open/close plan doesn't help any of the concerns of the ones that want school back in person.

When I have been to school, some staff are not wearing masks.

My district needed detailed medical documentation for any accommodations. I was asking to work from during CDL, but my district said all teachers must report no matter what, and that they'd use my detailed medical documentation to come up with a plan they thought would be fine. The reasons they gave for requiring in-person are: the community needs to see our cars, teachers need access to good internet (school internet is practically unusable), teachers need access to tech support, teachers need to collaborate in person, and teachers need to be in an environment free of cats which will distract our students. All of these reasons are obviously... well you can pick your own adjective, but many believe that none of these reasons are honest. I decided not allow the district to gambol with my life and am on a year of leave.

And yet Beaverton announced yesterday they are extending closure through Feb 8th... how do we know the metrics aren't going to be tightened? We are assuming based on protests things will be loosened, but Kate Brown was very clear numbers are rising state wide.

I work for a school district in a title 1 preschool program. They are wanting us to return to in person on the 27th of this month. Honestly, I'm scared. Scared to put my life on the line to teach and love other people's baby's, at the risk of getting sick and not being able to raise and love my own baby's. I love to teach. I've been with the school district for 16 years and it breaks my heart that my administration is pushing for in person education. We do CDL with preschoolers and its working so far. Why risk people's lives. Feeling really frustrated.

The districts that really care and work to protect their employees will not have to worry about staff retention.

Those that don't prioritize health and safety will need to work for years to rebuild the lost trust. How many teachers are willing to forgive a district that treats their lives as dispensable and prioritizes PR over everything else?

At the end of the year, how many teachers will make a change?

We need to help families right now, without causing a spike in cases. Our state's case rates are rising, which means we do not have control of community spread, and opening schools will lead to greater spread. We need to close/limit non-essential businesses so the essential of schools can open. Until we can open schools, we need to provide financial support for families, and provide viable, public daycare/childcare for essential workers. The current situation is untenable for everyone. For too many students, CDL does not work when it is based on technology, because they do not have the access. I have been teaching from home, due to quarantine for Covid symptoms. I have a hot-spot from my school, and my students and I struggle to stay connected. I can't teach the lessons I want to because I can't share videos or sound clips that require a lot of bandwidth. High levels of frustration all around, staff, students, and families. We need to use the live-instruction times to help students connect with each other and the teacher. We need to push out high quality lessons through a low-bandwidth means, such as cable television.

While CDL has its challenges, we are improving daily. When I say "we," I refer not only to teachers and students, but to parents and grandparents as well. Guardians have never been more involved in their student's education as they are now. This situation brings new meaning to the idea of "teamwork."
It's the best possible opportunity for us, as adults, to demonstrate (and practice) a growth mindset.
While yes, CDL is more challenging for some, my middle schooler for one, this model of learning is an improvement for others. It has its problems, certainly. Equity is an issue, yes. Let's talk about equity. When there is an outbreak in a school, please consider the students who are statistically more likely to suffer the greatest effects from the Corona Virus.
At the end of the day. I promise this, I certainly won't be allowing my child to be used as a canary in a coal mine. I would refuse to participate in any situation which would place his teachers in that position as well. And while safety guidelines may appear sound on paper, anyone who spends any significant amount time in school buildings can assure you, they fall apart in a real world situation.

This absurd !!! Honestly we have such poor leadership in Oregon . Science n facts over everything else !! That's what keeps people safe n stops the virus. Oregon has never taken the hard steps to get it under control n this is the consequences ... no in person school . Teachers have the right to stay safe n we have to stick together to protect our students, families n ourselves.

So, I am home today, twiddling my thumbs. Why? Because I developed a cough, likely unrelated to Covid, on Saturday. I met with a doctor who thinks Covid is unlikely and ordered a test. Results will be in Thursday.

Although I can teach AND carry on a conversation AND I have been assigned a CDL class AND I have better technology at home than at school, I have been forced to take the next three days off.

I'm not allowed to work remotely from home, even though that's what I do from a school building all day — teach remotely.

My poor sub has already texted me about how poor the internet connectivity is from my classroom. So...in a nutshell, I could be teaching from home right now with quality internet, but can't because the district insists that we be on-site for CDL. I'm furious.

The superintendants shouldn't be coming up with metrics at all - they are not health professionals! And what is the goal? The goal should be clearly stated. Is it for there to be no cases and for no student or teacher to contract Covid at school? Then make decisions and plan accordingly. Or is the goal for there to be a certain level of cases? If so, how many cases are acceptable? Be transparent about what you expect might happen and what the plan is. And, if by opening schools they acknowledge that some cases are acceptable, then the school districts should be prepared to pay for hospitalizations and any other medical care or costs experienced by staff or their families, due to exposures at school.

The longer effects of Covid are still being discovered daily. The cases continue to increase. In my class alone I am within second degree contact of over 500 people. I am terrified at the push to return. Our students mental health does matter. I know CDL is hard, I'm struggling massively too. But I refuse to compromise when it comes to our safety, potentially life long effects of getting sick, or worse.

As a school bus driver, I'm concerned about the number of students that we put on buses. Even with plexiglass put up between seats, ect, students have a difficult time staying in their seats, and seat belts ate not an option in large buses.
I really dont want to transport students until a vaccine is ready.

Some concerns I have . All teachers still are exposed to the same amount of students per week. Students maybe in cohort but teachers are exposed to lots of kids. For me it's 170. According to ADA, high risk Covid population fall under this act. This needs to be transparent to all what the accommodations are for this group. Lack of testing n tracing!! No plan on testing teachers n kids. Zero cases for three weeks before we return to school.

Concerns about heating/cooling system, and an airborne virus. The research about this is sobering at best, and indicates we must ensure our students and staff are not stewing in virus-laden air, even with masks on.

I have basic logistical concerns:
How will we share two bathrooms with 5 classrooms of K and First and insure social distancing?
Washing hands several times a day with one sink in the room?
What does recess look like if we are unable to use play structures and other equipment?
What do we do with a child injures themselves and we supposed to stay distanced?
Will there be enough substitutes?
Any return to school "plan" seems untenable from the start.

The looming catastrophe in all of this will be the shortage of subs when people are in-person. Just in my area alone, seeing the number of staff who are working from home due to Covid or covid-like symptoms, it is going to be impossible to keep schools fully staffed.

I don't usually post, but here I am... tomorrow my coworker, and yes, that's singular, we are starting 1 on 1's in the morning and small groups in the afternoon.... we are Instructional Assistants, working in person, ventilation is poor, Teacher is available thru zoom (at least after monday) and my co-worker honestly have no idea how to fight this

It is unethical to move the finish line because you can't finish the race. Lowering the bar for opening schools is equivalent to saying that teacher and student lives don't matter; it also sets a precedent that angry citizens can overrule governing bodies, even if it leads to the deaths of other citizens.

I just spoke to a Dr about Covid, and asked how we can keep everyone safe in schools. His answer, "Well, we can't. I sure hope we don't open schools before we have Covid under control."

I was speaking to this Dr. because I just received a negative Covid test. A colleague and I both have been sick this past week, and both had negative Covid tests. So we apparently caught a different virus that knocked us for a loop. And I was asking the Dr, if we caught this, while we are all social distancing, washing hands, and wearing masks any time we are near each other, how can we keep kids safe if we bring them into the buildings? If this cold or whatever it is spread with no kids in the building, how did it spread? We're the experts, we're the models for our students, but we are still spreading things. It doesn't bode well.
I wish I had a clear answer for that, because I believe that is the key to opening schools safely.

Once again for those in the back and those not paying attention: The White House could not keep Covid-19 out. Some people may well die or have permanent health issues. They have all the resources in the world. My district won't pay for or let me use my own Clorox Wipes (if I could even find them now). How are they going to keep us safe? HOW????? Why is my life so expendable?

They, "they" don't give a shit about us and that's been made very clear. They only care about how they look to parents and society.

This is wrongly every level. Our leadership is failing us n education!!

I'm depressed, angry, frustrated, overworked, undervalued, confused, and just plain tired...of all of it!

DOUGLAS HIGH STUDENT CLAIMS SCHOOL UNSAFE AMID PANDEMIC

Sophomore Kaitlynn Pruitt told KEZI 9 News that she started her first day of in-person learning on Tuesday and was horrified by the lack of social distancing and mask wearing inside the school.
Posted: Oct 7, 2020 6:39 PM Updated: Oct 8, 2020 10:45 AM Posted By: Evita Garza

WINSTON, Ore. -- A now-former Douglas High School student is speaking out after leaving the school over concerns staff are not doing their part to keep students safe during the COVID-19 pandemic.

Sophomore Kaitlynn Pruitt told KEZI 9 News that she started her first day of in-person learning on Tuesday. She said she was horrified by the lack of social distancing and mask wearing inside the school.

"Some of the desks in the classrooms were less than three feet apart," she said. "During lunch, people would crowd together and eat lunch without masks on."

Pruitt said she then took her concerns to Principal Craig Anderson and other staff members.

"He said he would tell teachers to enforce social distance, but I didn't see very much social distancing," she said.

Pruitt said she unenrolled from the school Wednesday morning.

Earlier this week, the Winston-Dillard School District was given the green light to reopen for in-person instruction under an exception from the Oregon Department of Education that labels the district as rural. This means the metrics required for the district to hold in-person instruction are now less restrictive than the 10 or fewer cases per week required for other districts.

Instead of reopening for full-time in-person learning, school officials said they opted for a hybrid learning plan. Under this plan, the students are alternating between in-person and distance learning. This is due to construction at the school and hopes of reducing the risk of spreading the virus.

However, Pruitt said it's not enough.

"Kids my age should be really cautious about things like this because you're kind of gambling with your life in a sense," she said.

In a statement, district officials told KEZI 9 News said they are adhering to the operational blueprints required by the state, which includes sanitation protocols, mask wearing and social distancing. They also said a big part of enforcing these practices is educating the students on the need to comply with the guidelines.

Pruitt said she will continue her sophomore year through an online alternative program. However, she said she is speaking out to be a voice for people who are too afraid.

"I feel like a couple of them just don't want to come out and say it out of fear of rejection," she said.

CONCLUSIONS:

Even though districts are saying they are following the metrics and regulations, some clearly are not. This is increasing the health risks to staff, students, and their families.

It appears that in some districts there are many staff who are not inclined to follow the guidance of science and medical professionals. Also, in many communities there are likely also parent and community members who believe that the dangers are overrated and we need to get back to life.

If your state government were to capitulate to these opinions, this would be an outrage.

There is no way to enforce that sections 1-3 of Ready Schools are followed because the staff who know they are not being followed will be unable to report for fear of retaliation and school and district leaders will deny that they are not following the regulations.

It is essential that in any region where the infection rates are high, schools not be allowed to provide any in-school instruction beyond severely limited Limited In Person Instruction. In any region where schools have opened, if the infection rates go over 30 per 100,000, those schools should transition back to distance learning.

Some districts are clearly destroying their relationships with school staff. It will be very hard to establish a positive school climate in these districts when this is over.

Our highest priorities must be on ensuring highly effective distance learning, effective access for all students, and support for families.

From:	Nicole Wilder
To:	VELIZ Anthony - STBRD; Beverly.clarno@state.or.us; WHEELER Bridgett - STBRD; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; SCURLOCK Jennifer - STBRD; COLONNA Jerome - STBRD; HOWARD Kimberly - STBD; Nik.Blosser@oregon.gov; REP Helt; REP Neron; REP Hernandez; REP Reschke; REP Sollman; REP Reardon; REP Wallan; REP Doherty; REP AlonsoLeon; PELT Candace - ODE; cheryl.l.myers@state.or.us; GILL Colt - ODE; hilda.rosselli@state.or.us; lindsey.capps@state.or.us; perry_christy@salkeiz.k12.or.us; READ Tobias
Subject:	Open our schools! Many willing to pull their kids out!
Date:	Wednesday, October 7, 2020 10:10:26 AM

Our children are sinking!!! PLEASE Open up schools safely now! This is not working and this is hurting our children. My 3 children are suffering mentally and I fear the long term effects of this will be devastating to their future. Name one business that is not open in Oregon besides public schools?! I can go to church, walmart, my nail salon, the mall and restaurants BUT my kids CANT go to a classroom in a mask with limited number of students also masked to learn so one day we can have more teachers, doctors, dentists, scientists or heart surgeons. Please open schools and listen to all of us parents, students, grandparents, and teachers!

Thank you for your time,
Nicole Wilder

From: Nina Baurer
To: StateBoard Public Email
Subject: Public Comment for meeting
Date: Wednesday, October 7, 2020 9:38:34 AM

For the safety of our children, we must not allow any metrics for school reopening to be loosened. Our children should not be the guinea pigs who are sacrificed in an experiment of ignoring the metrics.

Additionally, metrics must not be tailored differently to different areas of the state. The metrics already in place are based on population, not total cases. Allowances for differently populated areas is already in place. Having different requirements for different children is biased, discriminatory, and prejudice segregation. In fact, having different requirements for different areas seems like a form of redlining. The lives of rural students are just as important as the lives of urban students and must be protected as such. There must not be different metrics for different areas. To suggest such is blatant discrimination and segregation and does not belong in our school. All students must be treated equally and be protected equally!

Look at our own president. He and his staffers are tested at least daily. Yet, with all of the testing available to those in the White House, he and many of his close contacts have fallen ill with

COVID 19. Our children and school staff would have the luxury of daily testing. Nor is extensive testing an effective way to prevent COVID transmission.

Numerous studies show that children are very efficient at spreading COVID 19.

Our children have a RIGHT to be SAFE at school. Loosening metrics and putting them back in a classroom before science says its manageable takes away that right.

You may not be hearing the success stories around comprehensive distance learning (CDL). It is absolutely FABULOUS. Because they are not stuck within the standard school day/schedule, students have MORE opportunities than ever before. They have access to participate in additional learning opportunities such as taking the CDL version of a class that they would not be able to otherwise fit into their school schedule. There is no bullying in CDL. Kids are not having to face down "mean kids" on the playground or cafeteria . There is no pressure to wear the newest, coolest clothes because only the students' faces and shoulders are visible to their classmates. Parents know more about what their children are learning than ever before. Tomorrow's jobs will be moving

toward work at home in many fields. CDL gives them practice at that job skill. Teachers are able to teach the class without constant interruption from children who can't/don't control their behavior. More instructional minutes are spent on instruction than they are in an in person school day because they are not lost to behavioral issues and interruptions. CDL is a very effective way to teach our children.

Please keep schools in a distance learning format until the SCIENCE shows it is safe to return in person.

Respectfully,
Nina Baurer

From: paula shelly
To: StateBoard Public Email
Date: Friday, October 2, 2020 9:26:38 AM

Please please open schools distance learning is slowly eroding our family and sending my son into a down word spiral.

Sent from my Verizon, Samsung Galaxy smartphone
Get Outlook for Android

From:	Rachel Francetich
To:	StateBoard Public Email
Subject:	Kid back to school
Date:	Friday, October 2, 2020 9:04:01 PM

To whom it may concern,

Please consider letting our children return to in person school. Online school has been hard for our family and we feel like it is not the same education as in person. My middle son has been getting debilitating migraines from all the screen time and it's been so hard to see and we are unable to attend all our classes. We ask you to consider allowing all the families/teachers ready to go back to school (hybrid option) be safely allowed that opportunity. At the beginning of the year we were given a choice... full year online or return to part time in person school. We are not asking you to make it mandatory for everyone, but simply ask that you give families/teachers who want the chance a choice. We signed a waiver to play soccer, and are allowed to go to the gym, put my kids in day care, go to a bar, and eat out 2-4 times a week, shop at Costco with hundreds of people, etc... It's hard to understand why our kids education has come before this. Teachers should be considered essential workers. I am a nurse and it has been very hard to juggle working and online school. Please consider readjusting the metrics to allow elementary kids back in school.

Thank you,
Brian and Rachel Francetich

Sent from my iPhone

From: rae lyn jones
To: stateboard.publicemail@state.or.us
Subject: IEP"S
Date: Thursday, October 1, 2020 4:29:30 PM

To Whom it May Concern,

I am the father of a third grader and a sixth grader in the West Linn/Wilsonville school district, Oregon. It is my hope that this letter will explain why my wife and I are choosing to pull our boys out of distance learning.

Our sixth grader, Liam, is severely disabled and medically fragile. He has cerebral palsy, uses a wheelchair, is non-verbal, and has a variety of health conditions that require intensive care. He is also extremely intelligent, social, and curious. Because of his disability, Liam attends school with a team of dedicated individuals who help him learn, interact with friends, and participate in getting the education he is entitled to by law. Without this group of people surrounding our son, helping him in every way, he would be unable to be part of his school community. Of course, this is how it works on a normal year, and this year is anything but normal.

From the time Liam was born, we've been used to helping him move through a world that largely doesn't care about him. So much of our culture, our society, could care less about people with disabilities. But what we have seen with the ODE's response to the coronavirus is absolutely heartbreaking. Distance learning has been implemented without any consideration for the most vulnerable students. Students with IEPs, like our son, have no hope of accessing the education they are entitled to. Liam's IEP cannot be met in any way, shape, or form through distance learning.

Like I said, we also have a 3rd grader doing distance learning. Somehow, we are supposed to be parent, nurse, aide, speech therapist, physical therapist, occupational therapist, and teacher to a boy with severe disabilities, while simultaneously navigating the labyrinth of online classrooms, videos, forms, links, and schedules, while also making sure that our 3rd grader is able to access his school work and helping him.

During the summer, we were promised by the district that IEPs would be honored, that somehow a solution would be found to ensure that our son's educational needs are met. We never dreamed that the solution would be "act like the IEP doesn't even exist." Liam cannot do anything on his own. He is completely dependent on others to help him with his school work. And this doesn't

even include the extensive medical care he requires in addition to his educational support.

There is no in-home support for Liam. Nothing about distance learning has been made accessible. There is no aspect of his IEP that has been incorporated into this model of distance learning. We are on our own to figure this out and it is not working at all.

I won't pretend to understand how decisions have been made regarding this school year, but what I do know is this: if I want to go to the grocery store, I can while wearing PPE. If I want to go eat at a restaurant, I can while wearing PPE. If I want to go shopping at a store, I can while wearing PPE. If I need medical care, dental care, a massage, a cell phone, a book, a pair of shoes, I can get it all as long as I wear PPE. If my children were in daycare they could go. What I don't understand is why our children cannot be in school.

Several years ago, I was asked to give a speech at the opening of Mountain View Champions Park in Beaverton. The park is unique because it was designed to be accessible for disabled children, including those in wheelchairs, and what was created ended up being just as accessible and fun for able-bodied children. Think of buildings that have wheelchair ramps, curb-cuts on sidewalks; these things were designed to help people with disabilities but are also useful for a variety of reasons. A system, whatever it may be, is designed to accommodate the most vulnerable, almost always ends up offering a benefit to those who are not disabled. The current distance learning system feels as if children with disabilities were never even brought into the conversation. I hate to think that in all of the meetings that took place prior to the school year between ODE, districts and the schools, no one held up their hand and said, "Listen, everyone. None of this works for kids like Liam, who are on an IEP. We can't do things like this. We have to find a way to make this work for every student, otherwise it won't work for any of them."

What a tragedy, that once again the most vulnerable people in our community have been forgotten and left behind. But it's not just the disabled kids, is it? Our 3rd grader is an endlessly creative, energetic, and fun-loving kid and he has been consumed with stress, stomachaches, crying, meltdowns, and depression since starting distance learning. Our state has not only cut funding to programs that help families like ours, but then they implement a distance learning program that completely neglects the disabled, and guess who suffers? Everyone. This isn't working for our disabled child, our non-disabled child, and it isn't working for my wife and I.

The state of Oregon needs to do what's right by the most vulnerable. That single point should be

an absolute, a non-negotiable. If the state, the district, whoever, is making decisions that leave out the disabled, then the system is broken and destined to fail. I know you all are seeing that now. You see it in the stressed-out, overworked teachers, the overwhelmed children, the heartbroken parents having to quit jobs or cut hours just to figure out how to help their children stare at a screen for hours only to end the day drained and stressed out.

One other thing I want to mention before I close out this long-winded letter. It's not just Liam who is being denied an education, and the opportunity to be accepted by his peers—it's all his classmates who are missing out as well. From the time Liam started school, his mother and I have been amazed at all the incredible kids who are drawn to our son. We often ask ourselves if Liam magnetically pulls in amazing people, or if he somehow brings out the best in everyone around him. Maybe it's a little bit of both. If you were to see Liam in his general education classroom, you would see a group of kids who know and love Liam, who help him with school work, who help him play games at recess, who want to come over to his house to hang out with him. You would see kids who are quiet and shy be close to Liam because he can't say anything that will hurt them. You'd see confident kids who are protective of Liam. You'd see kids who want to understand more about his disability, who want to learn how to communicate with him. Everything I've mentioned is, arguably, the single most important education these children will ever have. They are learning to love and care and befriend someone who is different than they are. They are learning that the value of a person has nothing to do with how they look, or what they can do, or what they can say. They are learning empathy and compassion, not just as some abstract concept in a book, but in the real world, with a real person. This can not happen online.

How can we expect our children to learn compassion if they never have the opportunity to know someone whose life is very different from their own? Liam has been more of a teacher than a student throughout his time in the educational system. Ask any teacher, principal, or nurse who has known him. Yes, this system is broken for Liam, and he has been forgotten by those we trusted to be his advocates. But even more than that, his schoolmates are being tragically deprived of the most important education of all.

For this reason, and all of the others I've laid out above, our children will no longer be participating in distance learning until the ODE does what is right and honors the promise made to Liam through his IEP and gives him access to the education he deserves.

Sincerely,

The Jones family



From:	Ranel McDaniel
To:	StateBoard Public Email
Subject:	Reopen all Oregon schools for all grades
Date:	Wednesday, October 7, 2020 1:02:34 PM

To Whom it May Concern:
I am a mother of 3, a former preschool teacher and a former Mental Health Therapist. My children are suffering from a lack of a social life, a lack of normalcy and a lack of an adequate education. Distance Learning is not an acceptable substitute for in person school. I have watched my normally happy and well-adjusted children become angry, irritable, withdrawn, depressed, negative and hopeless about their future. Distance learning is full of technical difficulties and very little actual learning takes place. Children are not engaged and are frankly not learning. Too much screen time is detrimental to our children's health and wellbeing. Pediatrician's recommend no more that 2 hours a day of screen time. Most Oregon children are now being required to be on screens 3-6 hours per day! This is NOT healthy for our children!

Schools need to reopen for all and they need to reopen now! Our children are suffering due to an illness that according to the CDC (cdc.gov/coronavirus/2019-ncov/hcp/planning-scenarios.html) they only have a 0.003% of dying from. In other words, they have a 99.997% chance of surviving! I know that skeptics say we are putting the teacher's health at risk by reopening schools. However, according to the same report from the CDC, most teachers have only up to a 0.5% risk of death and that is only in the 50-69 year old age group. So, most teachers will still have at least a 99.5% chance of surviving the Coronavirus.

It is utter hypocrisy that I can go to a bar, restaurant, salon, store, gym, movie theatre and many other locations, but my children cannot attend school. I can send my children to a daycare where they can interact in groups of 20 children but they cannot go to school. How can anyone justify this? Why is it safe for my children to attend daycare but not school? Why is it safe for the daycare workers but not the teachers?

States all over the nation are re-opening schools and they sky is NOT falling. Is Oregon prepared to be the laughing stock of the entire nation? Are we prepared to continue to fail entire generations of children? WE MUST REOPEN SCHOOLS FOR THE FUTURE OF OUR CHILDREN! WE MUST REOPEN SCHOOLS FOR THE FUTURE OF OUR STATE!

Thank you for your time and consideration.

Sincerely,
Ranel McDaniel

From:	Rebecca Beasley
To:	RUSSELL George - STBRD; HOWARD Kimberly - STBD; Guadalupe.Martinez@ode.state.or.us; COLONNA Jerome - STBRD; SCURLOCK Jennifer - STBRD; bridgett/Wheeleer@ode.state.or.us; VELIZ Anthony - STBRD
Date:	Thursday, October 1, 2020 6:47:41 PM

Hello Oregon State School Board Members,
It is with real concern that our children in the State of Oregon are not being allowed to attend School in their classrooms. I am honestly shocked by the lack of concern for giving our children the best education that our State can provide. Schools are a needed support system for parents and their children in meeting the needs of all children. Equity for all matters! This cannot happen with on-line schooling.
It seems that the reason for not allowing children in School is to keep them "safe" from Covid. Science tells us that the truths of Covid 19 are still unknown. Viruses mutate, they change. We don't know what this virus will look like in another 6 months or year. I believe then that allowing
children to be educated in a normal environment matters.
I am concerned about keeping our children safe. I then ask myself if children being home alone while their parents are at work is safe for them. Some children are fortunate
to have parents that are at home to assist them with on-line school, some parents are not home. With children at home, what is safe about them playing with neighborhood friends, without masks, rather than being in a classroom with a mask on and learning from their teacher. Pediatricians and many others are highly recommending that children go to School.
Why wouldn't we honor their wisdom and advice ? They understand that there is more to be learned in School; such as, social, emotional, physical growth.
We know that some students will get Covid 19, just as
they get colds and the flu. Our hope for a vaccination
is just that----hope. We don't yet have a vaccination
for the cold virus.
Thank you for reading this letter. Let's get our children
back in school where they can be best educated.
Rebecca Beasley
Retired teacher

From:	Renee Paradis
To:	HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; RUSSELL George - STBRD; SCURLOCK Jennifer - STBRD; WHEELER Bridgett - STBRD; VELIZ Anthony - STBRD
Subject:	Virtual learning and our children"s mental health
Date:	Wednesday, September 30, 2020 12:42:25 PM

Oregon School Board members:

This was posted by the Beaverton School District on their Facebook page yesterday:

"The COVID-19 crisis has created new challenges for parents. Kids are out of school and spending more time at home. The boredom and isolation that they may feel poses additional risks to their safety. Securing all guns in the home — storing them locked, unloaded and separate from ammunition — can save your child's life."

The BSD recognizes and acknowledges the mental health challenges facing our children due to lack of interactions and sub-par virtual learning. Will these impacts be weighed when considering the back to school metrics? We know what can help these kids — getting some sort of "normal" back in their lives. Even a hybrid learning model would give our school aged children something to look forward to and a meaningful ways to engage with their peers and teachers. Virtual learning is not the answer and the long term damage to not only our children's education but their mental health will last long after the pandemic is over.

How many teenage suicides are acceptable? How many teenagers going on anti-depressants is okay? How many kids leaving the school system for good is enough to look for real solutions that put our children first?

We know Covid is here for at least another 9 months. The state needs to prioritize our children before it is too late.

I sincerely hope the back to school metrics will be reconsidered and that we look at ALL aspects of health — both long term and short term — when weighing these decisions.

Sincerely,

Renee Paradis
Portland

(971) 563-3647

From: Rick Breckler
Subject: COVID-19 Metrics
Date: Friday, October 2, 2020 11:40:47 AM

Hello. Thank you for your service to public education in our state. I can only assume this year to be one of the most challenging of your career in this regard. While the country and world were scrambling a few months ago to figure out what was happening, you were developing guidelines for our schools to follow to reopen. **These guidelines are well-intentioned, but are just plain unrealistic.**

While nearly every single other state is figuring out how to get back in the buildings safely, we are trying to adhere to what seem to be the strictest guidelines in the entire country. What is the result of this? Very simple, and also very sad: Our children are being left behind. Every single day, they are missing out on irreplaceable social and emotional growth opportunities. They are being asked to sit in their bedrooms, couches, and kitchen tables and watch their screens for several hours. After this, they are given assignments that entail...well, mostly just more time spent on the same screens and sitting in those same places.

These current guidelines are just not practical. First, the Positivity Rate. Our state is almost dead last in the entire nation in the number of tests per capita. Because of this, there are so many testing centers still telling people they cannot get tested unless they have symptoms or were exposed to a person who tested positive. This is very much NOT the case in so much of the rest of the country. The Positivity Rate metric is so strict and we're trying to get there without even having the right tools.

Second, our guidelines for the number of new cases per 100,000 is far stricter than other states. In general, I'm seeing that even with 50-100 new cases per 100,000 residents, schools elsewhere are able to operate with hybrid models. Our metric of 10 new cases per 100,000 may not even be achievable for a couple years. We just DON'T KNOW. It's very unfortunate to not have that crystal ball to know when that can happen, but we just can't get to the target if it's so unrealistic.

I know it's not always best to simply compare one state to another, but this is our modern world. Our children will be (and are) compared with the entire nation when it comes to education. They will be joining a workforce that moves around the country, and we should be ensuring our children are at least on par with others. Without being in school, they are NOT.

I understand the concern of opening the schools to be in-person, and then needing to switch to remote learning. Nationally, there seem to be very, very few examples of where this happens. You can scour news websites and find examples, for sure. But finding a few examples of this happening out of many thousands of districts who are going in-person is

just a disservice to our own state's public education. Should this happen, though, I believe our districts have laid out thorough plans to accommodate distance learning to the best of its abilities. Perhaps to our advantage, these plans have now been tested out. However, the limitations of distance learning remain...which is why this option should only be used if needed.

As you know, there are so many other aspects to this. I respect the virus. I respect public health, educators, and families who may not be willing to send their children to school. I believe all of these can be respectfully addressed, but not unless and until we change our state's current unrealistic guidelines. Let's get back to building a strong and competitive public education system, and not one which is constantly fighting an uphill battle to keep up.

Thank you.

From:	Rick Breckler
To:	StateBoard Public Email
Subject:	Public Comment: We Are Failing Our Kids by Not Offering In-Person Instruction
Date:	Monday, October 12, 2020 10:18:21 AM

While the country and world were scrambling a few months ago to figure out what was happening, you were developing guidelines for our schools to follow to reopen. **These guidelines are well-intentioned, but are just plain unrealistic.** Several months later, the WHO and CDC are now frequently dropping updates suggesting that this lockdown mentality, particularly for schools, is doing more harm than good. Oregon already has poor graduation rates and standardized testing scores when looked at nationally. This is only going to get worse, and the longer we draw this out, the more it will be amplified.

While nearly every single other state is figuring out how to get back in the buildings safely, we are trying to adhere to what are the strictest guidelines (or very nearly) in the entire country. What is the result of this? Very simple, and also very sad: **Our children are being left behind.** Every single day, they are missing out on irreplaceable social, emotional and educational growth opportunities. They are being asked to sit in their bedrooms, couches, and kitchen tables and watch their screens for several hours. After this, they are given assignments that entail...well, mostly just more time spent on the same screens and sitting in those same places.

These current guidelines are just not practical. First and absolutely foremost are the guidelines for the number of new cases per 100,000. This number is far stricter than other states. In general, I'm seeing that even with 50-100 new cases per 100,000 residents, schools elsewhere are able to operate with hybrid models. Our metric of 10 new cases per 100,000 may not even be achievable for a couple years. We just DON'T KNOW. It's very unfortunate to not have that crystal ball to know when that can happen, but we just can't get to the target if it's so unrealistic.

Next, the Positivity Rate. Our state is almost dead last in the entire nation in the number of tests per capita. Because of this, there are so many testing centers still telling people they cannot get tested unless they have symptoms or were exposed to a person who tested positive. This is very much NOT the case in so much of the rest of the country. The Positivity Rate metric is so strict and we're trying to get there without even having the right tools.

It seems like our state leaders are just trying to stick it to our national leaders to prove a point. And I understand. I respect the seriousness of this virus. I respect public health, educators, and families who may not be willing to send their children to school. I'm all about wearing masks and taking other precautions. **But we are not doing any sensible balancing of mental and emotional well-being here. Nothing. These kids deserve more than what they're getting.**

I understand the concern of opening the schools, and then needing to switch back to remote learning. Nationally, there seem to be very, very few examples of where this

happens. You can scour news websites and find examples, for sure. But finding a few examples of this happening out of many thousands of districts who are going in-person is just a disservice to our own state's public education. Should this happen, though, I believe our districts have laid out thorough plans to accommodate distance learning to the best of its abilities. Perhaps to our advantage, these plans have now been tested out. However, the limitations of distance learning remain...which is why this option should only be used if needed.

I realize there are so other aspects to this situation. I believe all of these can be respectfully addressed, but not unless and until we change our state's current unrealistic guidelines. Let's get back to building a strong and competitive public education system, and not one which is constantly fighting an uphill battle to keep up.

Thank you.

From:	Rick Breckler
To:	StateBoard Public Email
Subject:	Concerns Over Unrealistic Guidelines to Reopen Schools
Date:	Friday, October 2, 2020 2:48:28 PM

I am writing with great concern over the existing state and future direction of our public education system. While the country and world were scrambling a few months ago to figure out what was happening, guidelines were being developed for our schools to reopen. These guidelines are well-intentioned, but are just plain unrealistic.

While nearly every single other state is figuring out how to get back in the buildings safely, we are trying to adhere to what seem to be the strictest guidelines in the entire country. What is the result of this? Very simple, and also very sad: Our children are being left behind. Every single day, they are missing out on irreplaceable social and emotional growth opportunities. They are being asked to sit in their bedrooms, couches, and kitchen tables and watch their screens for several hours. After this, they are given assignments that entail...well, mostly just more time spent on the same screens and sitting in those same places.

These current guidelines are just not practical. First, the Positivity Rate. Our state is almost dead last in the entire nation in the number of tests per capita. Because of this, there are so many testing centers still telling people they cannot get tested unless they have symptoms or were exposed to a person who tested positive. This is very much NOT the case in so much of the rest of the country. The Positivity Rate metric is so strict and we're trying to get there without even having the right tools.

Second, our guidelines for the number of new cases per 100,000 is far stricter than other states. In general, I'm seeing that even with 50-100 new cases per 100,000 residents, schools elsewhere are able to operate with hybrid models. Our metric of 10 new cases per 100,000 may not even be achievable for a couple years. We just DON'T KNOW. It's very unfortunate to not have that crystal ball to know when that can happen, but we just can't get to the target if it's so unrealistic.

I know it's not always best to simply compare one state to another, but this is our modern world. Our children will be (and are) compared with the entire nation when it comes to education. They will be joining a workforce that moves around the country, and we should be ensuring our children are at least on par with others. Without being in school, they are NOT.

I understand the concern of opening the schools to be in-person, and then needing to switch to remote learning. Nationally, there seem to be very, very few examples of where this happens. You can scour news websites and find examples, for sure. But finding a few examples of this happening out of many thousands of districts who are going in-person is just a disservice to our own state's public education. Should this happen, though, I believe our districts have laid out thorough plans to accommodate distance learning to the best of its abilities. Perhaps to our advantage, these plans have now been tested out. However,

the limitations of distance learning remain...which is why this option should only be used if needed.

As you know, there are so many other aspects to this. I respect the virus. I respect public health, educators, and families who may not be willing to send their children to school. I believe all of these can be respectfully addressed, but not unless and until we change our state's current unrealistic guidelines. Let's get back to building a strong and competitive public education system, and not one which is constantly fighting an uphill battle to keep up.

Thank you.

From: Rosemary Tolle
To: RUSSELL George - STBRD
Subject: CURE AMERICA
Date: Sunday, October 4, 2020 6:50:33 PM

Schools Board,
Thank you for reading this message. Your time is so valuable. Excellent information researched in CURE... Center for Urban Renewal and Education.... by Star Parker is very important in our childrens' schools to present real and positive solutions at this time. I hope you can implement it.
Thank you so much,
Rosemary Tolle

Sent from my iPhone

September 27, 2020

Attention Oregon Department of Education:

The importance of reopening brick and mortar schools and returning to fulltime in-person learning is fundamental not only the development of our children but directly to the Nation as a whole. The children are the future of this great Nation and the ramifications of keeping our children away from school can and will be severe. We must consider the consequences of virtual versus in-person learning, lack of academic progress, and social isolation. Our schools must open fulltime, and our children must return to and remain in fulltime in-person learning. The effort that went into the planning of the hybrid model schooling is appreciated but comes with concerning "give and take" outcomes.

National and international studies show that children are less likely to suffer severe symptoms or death if infected with COVID-19. According to the Centers for Disease Control and Prevention (CDC), "The best available evidence indicates that COVID-19 poses relatively low risks to school-aged children." Studies also suggest that transmission between children and from child to adult is low. Based on these numerous studies the CDC states, "…the rate of infection among younger school children, and from students to teachers, has been low…There have also been few reports of children being the primary source of COVID-19 transmission among family members." When compared to influenza and the H1N1 pandemic, COVID-19 is substantially less devastating within the younger generation.

As parents, guardians, leaders, and community members it is our duty to protect and nurture our children. By allowing schools to remain closed or entertaining a hybrid model we do the opposite, our children are being harmed. Extended school closures are detrimental and diminish, if not halt completely educational progress. A phenomenon known as the "summer slide" takes place during the summer or while a child is away from in-person learning. According to the Northwest Evaluation Association this trend in learning loss increases as the child progresses through grade levels. "In the summer following third grade, students lose nearly 20% of their school-year gains in reading and 27% of their school-year gains in math. By the summer after seventh grade, students lose on average 36% of their school-year gains in reading and a whopping 50% of their school-year gains in math." I agree with the CDC's comment that "The prospect of losing several months of schooling, compared to the few weeks of summer vacation, due to school closure likely only makes the learning loss even more severe."

The hybrid model allows students to return to the school two days a week but requires the teacher to provide classroom instruction four days a week. Therefore, not allowing time for the teacher to remain engaged with each student the remaining three "off" days of the week. While the return to in-person learning on a part-time basis is appreciated the learning loss, parent required direction, and teachers required to operate dual learning platforms is far from ideal. The hybrid model puts a mountain of undue stress on our teachers – spreading our teachers entirely too thin. The mandates and regulations that accompany the hybrid model are unrealistic and seem to create a totalitarian environment non-conducive to learning. The expectations surrounding children social distancing and ultimately forced to social isolate will lead to a toxic environment. The district has the ability to provide online education to those families who do not wish to return to brick and mortar buildings through the Bend-La Pine Online (BLPO) program. Why are all families and teachers forced into a hybrid model? The district should provide one fulltime online learning and one fulltime in-building learning option – no hybrid, it is not necessary.

Our students are being held back and unable to fulfill their true potential. A continuation down this path will ultimately lead to our young students' losing great teachers, lack of self-confidence, lowered self-esteem, lack of social skills, and devastating loss of learning. We must open our schools, fulltime and allow our children to return to in-person learning. We must not place continued strain on our teachers. It is so important that we provide a positive and nurturing environment where our children can socially interact, build relationships, be creative and develop their minds. For the sake of our children, open Oregon schools fulltime and in-person.

Respectfully,



Parent of three elementary school children
Bend-La Pine School District

References:

"The Importance of Reopening America's Schools this Fall." *CDC,* 23 July 2020 https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html#fn1 Updated July 23, 2020

- 39 individual sources listed and referenced in CDC article

Kuhfeld, Megan. "Summer learning loss: What we know and what we're learning." *nwea*, 16 July 2018 https://www.nwea.org/blog/2018/summer-learning-loss-what-we-know-what-were-learning/

From:	Sabra Lofgren
To:	StateBoard Public Email
Subject:	Public Comment for next board meeting
Date:	Saturday, October 3, 2020 4:18:39 PM
Attachments:	NEJM article.eml.msg

Dear State Board of Education,

I implore you to allow kindergarten-third grade children return to in-person education, now. Our youngest children should be our very first priority. Kids are losing opportunity to learn and grow, that will likely set them behind for many years to come. Some may never catch up. As I'm sure you realize, this isn't affecting all children equally. In fact, my own young children are fortunate to have a variety of resources to help mitigate the lost opportunity of in-peron early education. Kids who were already disadvantaged or simply middle class and unable to afford a private tutor will obviously suffer the worst, and the inequality of our society will grow at a highly accelerated rate. The weight of evidence suggests that young kids are the least likely group to spread COVID-19 and the most likely to be affected by not going to school. I would like to see opening of elementary schools before the reopening of any other non-essential businesses or activities. Elementary school, in fact, is essential. Please see attached for an article in the New England Journal of Medicine which essentially details my position.

Best,
Sabra Leitenberger, MD

From: Sabrina Hunter
To: StateBoard Public Email
Subject: Return to school
Date: Friday, October 9, 2020 6:20:50 PM

I am writing as a concerned parent. I have three daughters, two are in 8th grade and one is in college. I cannot bear to see the emotional and mental toll it is taking on our youth any longer. Having no interaction with their peers and qualified teachers is killing their minds, spirits and general well-being. None of our kids are genuinely learning anything from staring at a computer screen all day. This is exactly why any good parent does not allow our children to watch 6 hours of TV every day, or play on their phones 6 hours a day, or play video games 6 hours a day. How is this any different?

I am physically unable to stay home and help them due to having to be present at my job each day, sometimes late hours into the night. I am not able to help with homework, as my kids are just turning stuff in to "check the box" that they are completing assignments and risking getting failing grades. And the irony is, that I can't even be mad at them for "failing" an assignment or test. Because they are basically just guessing, as the computer is not a trained teacher. I am not able to help with technical difficulties. I am not able to answer questions during "class." I feel helpless.

The emotional and mental toll it has taken on kids is climbing. There are kids killing themselves because they are so isolated, feeling like failures, missing their friends, hearing the hyped-up messages of COVID on TV, and some just don't have a safe place to go. For many kids, school was where they would report physical and sexual abuse, because a teacher, friend, or counselor was who made them feel safe. School is also the only place some kids eat, or have access to the internet or books. This has been taken from them.

When are we going to wake up and say this is enough?! One of my children already had issues academically pre-COVID, and now I am slowly watching her lose the basic skills she had even last year. Instead of improving her math and reading and writing skills, she has regressed. Not even maintained where she was, but regressed. This is going to be detrimental for our future, knowing we are taking all of this away from our kids for something that is being manipulated by the media. There has always been the flu, but we have not closed down America for that.

Why is the rest of society allowed to "open up," but not schools? Bars are open, fast food, malls, Walmarts, movie theaters, and for God's sake, PROTESTS/RIOTS. People are allowed to gather in hundreds and destroy property and destroy society in general, but we are no allowed to group 20 civilized children in a room to learn algebra or history?! If you do not see any irony in this, you need to re-assess your priorities.

I am writing to see what I can do to help get schools opened for our youth. They are the future of this country, and by keeping them inside behind a computer will be the biggest mistake our government will ever make.

Signed,

Sabrina Hunter

Sent from Mail for Windows 10

From:	Samantha Simmons
To:	WHEELER Bridgett - STBRD
Subject:	Serious Public Health Threats Facing OR Children
Date:	Thursday, October 1, 2020 8:59:08 PM

Dear Ms. Wheeler,

I am writing to express my concern about the consequences of the strict metrics set in place for children to return to in person learning in the state of Oregon. The metrics are among the strictest in the country in a state with some of the best rates for COVID. It was of the utmost importance to take the time this past spring to lock all businesses and schools down as we did. The virus was new, it is incredibly dangerous for vulnerable people and we knew nothing about it. We know much more now, not just about what type of person is vulnerable and what type of person is more likely to be a vector (not children) but we have also learned a great deal about how to mitigate risks through mask wearing, physical distancing and sanitation procedures. I like to believe that our efforts in these regards are working and are necessary but it is conflicting for our Governor and public health leaders to make assertions that they do work and then deny their use in a safe return to in person learning for low risk students and teachers. Do they work or do they not? Are teachers essential workers and schools essential 'businesses'? I absolutely believe they are.The CDC and Dr. Fauci continue to emphasize the importance of reopening schools. Can we remove every.single.speck of risk for one profession in this state (teachers/staff) yet expect every single other worker of any type to return to work within the current safety measures and assume at least a small level of risk of contracting COVID?

45 of 50 states have children back in school in either a hybrid or full time model. It is time for Oregon to follow suit. The Governors and the decision makers in education in those 45 states understand the risk of COVID to vulnerable people **AND** the *myriad* of risks to keeping children out of school in isolation staring at screens all day. Both are serious public health issues that are being balanced in other states while the latter is completely ignored in Oregon. Online school is detrimental to our children's education, health, wellbeing and for many kids, their very safety. I am hopeful that a vaccine will be ready as soon as vaccine makers are aiming for. However, that is a completely uncertain and un-guaranteed timeline and because of the nature of coronaviruses and how they mutate, we may *never* achieve 10/100,000 cases even with widespread use of a vaccine.

Due to the detriment that online schooling was causing to our 6 year old child, we unenrolled him from our public school and he is safely and happily enrolled in a private program with 10 students. Our 4th grader continues to suffer and decline in morale while sitting for hours every single day staring at a screen in isolation getting a very subpar education. All at an age where compliance with safety standards put in place are even easier to attain due to increasing maturity level. All of this is sadly nothing in comparison to what underprivileged children and children with special health and learning needs are experiencing. Equity is impossible to achieve in online learning, in fact, the equity divide is increasing exponentially and we all know that.

I am asking:

- That the Oregon Department of Education reconsider the support of the current unrealistic metrics.
- That the percent positivity rate be dropped as a reopening metric due to Oregon's

abysmal testing rate and erratic, widely differing guidelines for testing from county to county OR drastically increase testing and standardize it across the state.

- That an online *option* remains available to children/households and teachers vulnerable to COVID.
- That an in-person *option* is made available with attainable metrics to reopening and remaining open for children and families that are vulnerable to the myriad of serious short and long term public health risks being created by school lockdowns and online learning.
- That more discretion in decision making be returned to counties and school districts.
- That we encourage our policy-makers to pass legislation that protects schools that are following ODE and CDC safety guidelines from frivolous lawsuits as other states have done.
- Ensure that children and families have a voice and are being listened to, we do not have a powerful union lobbying for us and our concerns are repeatedly being dismissed and told "too bad we know better". We are capable of understanding the data and risks of these requests, especially those of us with a MPH degree and two decades of public health experience (me, among many).

The goal post has moved what seems like 20 times. Please move it again, move it closer so Oregon children, especially those most vulnerable to the consequences of school lockdowns, do not continue to suffer. We parents will continue to advocate for Oregon children until we are heard and our childrens' needs are genuinely considered and addressed. Thank you for your time and consideration.

Sincerely,
Samantha Simmons

From:	Brown, Sarah K :LMP Diagnostic Imaging
To:	StateBoard Public Email
Subject:	Back to school
Date:	Friday, October 2, 2020 9:30:40 AM

To the ODE;

I adopted my three kids in the last three years and they need to be in school.

They are all three English Learners and are struggling with being online for hours at a time. They have never used a computer before and barely speak English. I am sad for their American (Oregon) school experience. Having a kindergartener and a first grader online is just not working.

Schools provide a social atmosphere that is needed for the children's well being. It provides socializing and interactions that help them mature and grow. Keeping them at home hurts their development in these areas. Knowledge on the normal subjects is not taught or passed in a way that will give the children the opportunity to truly learn and absorb the material. Zoom" and other video conferencing cannot be a standard.

Please reconsider your standards to open school. My children have been safely attending in person daycare AT THE SCHOOL since March and they are doing things right.

Respectfully,

Sarah Brown (Wilsonville, OR)
Daniel Brown
Ian Brown
Noah Brown

From:	sarah hamilton
To:	StateBoard Public Email
Subject:	School
Date:	Thursday, October 8, 2020 6:39:30 AM

I am in one of the district's that had to evacuate, many lost their homes and many are damaged from the smoke and ash in estacada . Our children have been through enough. They need to feel a sense of normalcy and virtual learning isn't it. I am also a mom on daily chemotherapy,infusions, anti rejection medications etc so I don't have a immune system. But I'm not going to hold my kids hostage. They know how to wash their hands, use hand sanitizer and wear their masks when needed. This virus will be here forever, they have already learned the best ways to treat it. The new statitics speak for themselves. We have more of a chance getting hit by a car them dying from covid. We need to have the right to choose what is best for Our families. We are done being pawns in your political non-sense. The teachers that aren't ready to go back can stay virtual for the kids the will stay virtual. For each teacher that's not ready to go back there is a recent graduate ready to jump in and teach these kids. Let us choose what's best for Our Families.

Sent from Yahoo Mail on Android

From:	Sarah Howell
To:	StateBoard Public Email
Subject:	Please change School guidelines for COVID
Date:	Friday, October 2, 2020 5:21:10 PM

Dear state board;
I am a mom of three children in Lake Oswego school district in Clackamas County. I am writing to ask that you advocate for changes to the current back to school guidelines in Oregon. We really need to get students back in school, especially our most vulnerable students.

The guidelines Gov. Kate Brown set are too restrictive. I am hearing it will take a year or more to reopen. This is unacceptable. My children are in 9th, 8th, and 5th grades this year. The learning quality for the students this year has declined and students and teachers are disconnected and frustrated. Our students will not get a chance to “redo” this educational year.

The teachers are doing their very best. The majority of the teachers in our school district wanted to get back in the classroom. The citizens of lake Oswego are following the rules about wearing masks and following the guidelines. This situation is untenable for nearly everyone and it appears there is no end in sight.

I wanted to pass along the newly updated guidelines from the state of California (changed 8/28). My friend lives in San Diego county, in the “red zone”, and her local school was able to apply for a voucher to get back to in person learning. Everyone wears masks and there are strict safety guidelines, and her child is receiving a quality education in person in the school building. He attends Sage Canyon elementary k-8, a public school.

Here are the California guidelines which are quite similar to our own yet they allow schools to apply for vouchers to return to school.

California back to school guidelines;
•Widespread (purple): Counties with more than 7 daily new cases per 100,000 residents or higher than 8% positivity rate
•Substantial (red): 4 to 7 daily new cases per 100,000 residents or 5-8% positivity
•Moderate (orange): 1 to 3.9 daily new cases per 100,000 or 2-4.9% positivity
•Minimal (yellow): Less than 1 daily new case per 100,000 or less than 2% positivity

Please do what you can to speak up for the children in our community. Sincerely,
Sarah Howell
926 Clara ct
Lake Oswego OR 97034

From:	Sarah McKearnan Walker
To:	StateBoard Public Email
Subject:	Please Give Parents and Teachers the Choice to Return to In-Person School
Date:	Friday, October 2, 2020 1:10:28 PM

Good afternoon,

I am a parent of two bright children - a 4th grade girl and a kindergarten boy. I also work full-time as an urban planner/project manager for an essential business, National Community Renaissance, a 501(c)(3) that builds and manages affordable housing. I have a masters degree, believe in science, and am taking as many health precautions as possible to prevent the spread of COVID-19 (especially wearing masks and staying home). I am the social media chair for my elementary school, I participate in school board meetings and the Governor's press conferences. **I am writing to ask...why can't school districts be given the ability to make decisions for themselves what is best for their community?**

Parents are trying to tell you that what we are doing isn't working. This isn't working for students on IEPs and 504s, it's not working for kindergartners that have never been to school before, and it's not even working for highschool and junior high students that are older and presumably have the ability to adapt to an online forum. I know many that have pulled their children from the district to pursue established homeschool programs.Just this week three of my daughters peers unenrolled from our local school. Many others did so before the year started. We are considering pulling our son now. The decreases in enrollment will have an impact on public schools in the future.

Everyone wants our kids and teachers to be safe. We are being told by teachers and principals, to our faces, they want to be back in the classroom, but then we are also told that the teachers unions are preventing this from happening by influencing the metrics set by ODE and OHA. Prior to the metrics being set, our district had a plan to get our kids back to school. We have the facilities to space kids out. Under Oregon's current metrics some schools will likely never be allowed to open, as the virus is contagious and there is no way to completely stop its spread. Even with a vaccine we can not guarantee that all teachers or students will be willing to get it right away.

Oregon has some of the strictest metrics in the nation for kids to be able to attend school in person, even though we have some of the lowest case counts. Our kids are literally going to be some of the last in the nation to go back to school in person, which does nothing to improve Oregon's currently low ranking in education nationally. The State's metric requiring no more than 10 cases per 100,000 people for 3 weeks, (or 30 cases a week in rural areas) is not a fair measurement. It does not take into account outbreaks in nursing homes and workplace outbreaks, which account for many positive cases. I have been told Oregon is following the CDC requirements - apparently we are one of the only ones?! The CDC also recently reported the survival rates by age group and they do not support the stringent metrics Oregon has in place. Even our neighboring state to the north, Washington, has set a threshold for K-3 elementary students to return when the rate hits 75 cases/100,000 and 25/100,000 for all grades. **Why is there such a difference when Oregon and Washington were supposed to be collaborating with each other? Even California is allowing local leaders to make decisions about when kids return to school in person! Why aren't we aligning with our neighboring states?**

While 2020 has been a very difficult year, and everyone has had to make adjustments, what is happening in our public schools is a tragedy. While most other professions (i.e. doctors, nurses, grocery store workers, non-profits, fast food restaurants, bars, airlines, even daycares and so many more) have continued to find ways to operate and serve our communities, somehow teachers are not back in-person. Teachers are more than ESSENTIAL. You may say, they are still working, and that in some instances working longer or harder - I know that our teachers definitely are - but what they are offering is not even remotely comparable to what Oregon's children need and deserve!

Online learning is not acceptable and it's not appropriate, particularly for our youngest learners. My 4th grader hasn't seen her friends in months, and while she doesn't currently struggle academically, she is showing signs of emotional stress from online learning. My kindergartener is spending more than 3 hours a day sitting in front of a screen when he should be learning how to go to school. He is struggling and it is heartbreaking. Kindergarten is a child's first foray into 13-years of school - they don't even have a foundation to build from. Kindergarteners are unique and like pre-school age children should be able to attend in-person. We are now considering pulling him for a private in-person option.

I won't pretend to fully understand how decisions have been made regarding this school year, but what I do know is this: if I want to go to the grocery store, I can while wearing PPE. If I want to go eat at a restaurant or a bar, I can while wearing PPE. If I want to go shopping at a store, I can while wearing PPE. If I need medical care, dental care, a massage, a manicure, a cell phone, a book, a pair of shoes, I can get it all as long as I wear PPE. If I want to workout a gym, I can while wearing PPE. Pac12 football is starting in November!? If my children were in daycare they could go. Gyms, athletic clubs, private schools are all now charging parents $1,000 a month to form pods where kids are exposed to kids from a wider geographic area. What I don't understand is why our children cannot be in school. Our leaders, including ODE, OHA, and Governor Kate Brown, keep saying they are using science to make decisions - right now the establishments that have been allowed to open and the metrics set for schools to reopen do not reflect science. They appear arbitrary and restrictive for schools. I understand some teachers have health concerns and of course they should be able to stay home if needed, but there are others that want to teach in person. **Parents and teachers should be given the right to be able to choose whether they return to in-person school.** Right now we don't have that choice. We are one of a handful of states in the nation that this is the case.

I don't want to receive another response that I need to mask up, wash my hands, and social distance! We absolutely are and will continue to do so! Please consider what your actions are doing to our teachers, our kids, and the public education system in Oregon.

Thank you,

Sarah Walker
Mom to Avery (9) and Landon (6)
Urban Planner/Affordable Housing Developer

From:	Sarah O"Reilly
To:	GILL Colt - ODE; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; RUSSELL George - STBRD; SCURLOCK Jennifer - STBRD; WHEELER Bridgett - STBRD; VELIZ Anthony - STBRD
Subject:	Open our schools!
Date:	Monday, October 5, 2020 9:41:12 AM

To all of you,

Distance learning is not working. My 9th grader struggled with it last spring and continues to do so now. Here she is, in the first year of making it count for college and taking just 2 classes a day! In those classes, she struggles to follow along and get questions answered. She also gets distracted by her cell, dogs, me and neighborhood things, food and sleeping in. This stinks!

Let the teachers who want to go back to school go back! Put clear plastic shields up just like they do at the grocery stores. Sit the kids 6 feet apart and wear masks. Why does this work at the mall and grocery stores but not for school? Why can we dine out and not wear masks but the kids are stuck at home?

These kids are our future. Put them back in school!

Warmest regards,

Sarah O'Reilly GRI, CNE
Oregon Licensed Broker
The Red Hawk Realtor | eXp Realty LLC
Consistently in the top 1% of highest producing real estate agents in Oregon.

m. 503.753.6522
w. www.theredhawkrealtor.com

Your referrals are your highest compliment to me and I'm never too busy to take them!

- **IMPORTANT NOTICE: Never trust wiring instructions sent via email. Always independently confirm wiring instructions in person or via a telephone call to a trusted and verified phone number. Never wire money without double-checking that the wiring instructions are correct.**
- **CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information protected by law. Any unauthorized review, use or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.**

From:	Sarah Pruett
To:	GILL Colt - ODE
Cc:	VELIZ Anthony - STBRD; WHEELER Bridgett - STBRD; RUSSELL George - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; SCURLOCK Jennifer - STBRD; COLONNA Jerome - STBRD; HOWARD Kimberly - STBD
Subject:	Oregon Needs to Re-Open Schools
Date:	Monday, October 5, 2020 11:14:44 AM

I am writing today as a lifelong Oregonian and parent to ask that as our state representatives, you please consider and advocate for the re-opening of our schools.

I live in Multnomah County and am a parent in the Portland Public School district. Our public schools have been closed now since March 13, 2020 - when Covid cases were very low. The loss of in-person education has been devastating to my family and my two sons, ages 6 and 8. Online distance learning has been a torturous, painful experience for our family and almost every other parent I know. Children are not meant to sit in front of screens for several hours per day. It is detrimental to their neurological development and physical and emotional wellbeing. Offering our children Zoom meetings where their teachers and classmates are tiny faces on a screen is not community, and doing meaningless assignments by uploading them through an online portal is not learning. The quality of the education provided is in no way comparable to how children were able to learn in in-person school. Attempts to make children comply with these expectations is unrealistic and harmful to their wellbeing. Parents are spending their days "managing" online learning including navigating kids through various online programs, forcing them to do online meetings, dealing with the fallout of childrens' inability to do this (kids melting down and running into their rooms crying) and constantly feeling as though we are failing them. Kids are isolated in their homes, losing the ability to function and interact with one another, have friendships, learn social emotional development skills and modeling, and are miserable.

My 8 year-old "started" third grade this year. Up until schools closed, he was a bright, joyful, intelligent child who was highly engaged in school. I think his first day of kindergarten was probably the happiest day of his life. He fulfilled the requirements for distance-learning last spring (after homeschooling for 4+ weeks prior to anything being offered to our kids) and I watched as his love of learning slowly diminished. Day after day he would participate, with great coercion on my part, and he found it less and less fulfilling. All summer long he begged us week after week "please mom, no online school." I tried hard to keep it positive, and I, too, was optimistic, thinking - there's no way we would keep kids out of school in the fall, right? And here we are. My youngest is supposed to be starting kindergarten, and after years of helping me drop off his big brother on the big steps of our school, it broke his heart when we had to tell him that there was no school. He has an IEP and mild developmental delays. His kindergarten teacher is trying very hard to be warm and keep the experience fun but in all honesty distance learning with him is terrible. He slides off his chair, zones out after 10 minutes and continually asks when it is over. The job of kindergarten is to learn how to do school - to learn how to make a friend at lunch, resolve a conflict with a classmate on the playground, stand in line on the way to the library or how to ask politely to walk oneself to the bathroom. Online schooling is none of this.

The closing of schools is not only an innumerable loss to our children, but to parents of working-class families who are now finding themselves both doing their paid jobs and a full-time unpaid job of homeschooling their children. Of course, families with the means to privately pay for tutors, childcare or a nanny will have mitigated this stress, but low-income

families remain strapped and disproportionately affected by the realities of maintaining paycheck to financially support the family and somehow also being full-time teachers. Parents with financial capital, social capital, or just plain good luck have formed learning pods where kids are in smaller groups with teachers doing in-person school. But this doesn't account for most kids. Perhaps the most heart-wrenching group we are dismissing are kids who are suffering trauma and violence. Without school, the number of child abuse reports has plummeted, because school provides not only education, but a safe respite for children experiencing abuse and neglect in their homes. As school provided a mechanism for accountability and connection to these vulnerable children, they are now stuck in their homes in potentially dangerous and unsafe situations without anyone else knowing or having the ability to intervene. Have you considered what life is like for children whose parents are entrenched in a drug or alcohol addiction, struggle with debilitating mental health conditions, or need to work 2-3 jobs? These children cannot leave and make other choices. They are stuck, alone, on I-pads or the internet, not learning optimally or at all, not making friends, and missing out on childhood. They are relying on us - the adults in the room, at the table, in the legislature - to make decisions on their behalf. They are counting on you.

I cannot tell you how enraging it is to drive around Portland seeing the services and businesses that are legally allowed to operate while our children are deprived of attending school. Here are just a few examples of the hypocrisy playing out right now:

- I can go inside a bar at night with my friends do shots of tequila
- I can walk into a dispensary and buy marijuana
- I can get a pedicure or plastic surgery
- I can take my kids to an indoor rock climbing gym
- I can walk around a crowded craft store
- I can go to Macy's and buy a new pair of shoes, and walk around an indoor mall
- I can take my kids to Enchanted Forest, the zoo, OMSI, and the Portland Art Museum
- I can take my kids to Powell's Bookstore (but of course not the library - that's unsafe)
- I can rent a hotel room and take my kids to an indoor pool (but of course not the community center pool, that's unsafe)
- I can take our dog to Petsmart and walk around the store with our dog
- I can take my kids to an indoor bowling alley
- I can take my kids to a movie theater

But somehow school is less important than ALL of these activities?

I can also take my children to a childcare facility or "daycare" where I pay professionally trained staff (teachers) to care for my children while I am at work. This is incredibly important for the thousands of families that cannot work without having a safe childcare option. I work in a hospital and have worked my usual schedule, in-person, every single day since the pandemic began. I continued to have my 6 year-old in a childcare facility (a private kindergarten classroom) where he had an actual teacher, classmates, structure, and in-person learning during the week throughout the summer. The children and teachers wore masks, limited class sizes, and practiced good-sense hygiene and sanitation measures. It is not rocket science. We can absolutely figure this out if there is any will to give our kids an actual education and school experience instead of Zoom meetings and online modules. Early childhood educators are vital and important and so are our public school teachers. There is no rational reason why one should be allowed to open and provide care and services to kids and the other should not. As a healthcare worker in an emergency room, I continue to join the

hundreds of thousands of other Oregonians who show up for work everyday and take appropriate safety measures - I wear a mask, face shield, wash my hands. Teachers and students can also do this, and in fact in many parts of the country are safely doing this. Around the state the especially in our metropolitan cities, empty skyscrapers and buildings sit empty - why can't we utilize a modicum of innovation and utilize these spaces for education?

The immediate question for us all is - how long will we allow schools in Oregon to close? Covid isn't going anywhere. The distant lighthouse of a vaccine will not drastically change the Covid risks overnight. We don't know when it will be available, how many people will be willing to receive it, and how effective it will be. Because I work in a hospital, I faithfully get a flu shot every single year- and about half the years I still end up with some strain of the flu. We know this will not magically disappear. We have already conceded half of last year and so far half of this school year to the pandemic. It's perfectly likely that Covid risks will remain exactly the same as they are today six, nine, or twelve months from now. Will you keep them out of school next year? Though Oregon has consistently kept Covid rates among the lowest in the country, it's absolutely likely the metrics and numbers could remain the same at that time. This is absolutely unsustainable and harmful to our kids and we need to do better and demand that our taxpayer-funded school districts find ways to safely provide some form of actual school, just as almost every other business in Oregon has done.

Thank you for reading this long letter and for considering what we can do as a state to finally prioritize our most valuable and important asset - our kids.

Sarah Pruett
sarahmariepruett@gmail.com
Mom of 2, Portland Public School district parent

From: Shalyse Olson
To: Gill, Colt - ODE
Subject: YOUR KIDS ARE DROWNING, AND YOU SIT & WATCH!
Date: Wednesday, October 7, 2020 10:33:39 AM

DID YOU READ THAT?! YOU!!! YES, YOU ARE ALLOWING YOUR-OUR CHILDREN TO BE IN THEIR OWN LIFE BOAT...NOT A SINGLE SOUL WITH THEM WITH THEM ..AND SENDING THEM INTO A CATASTROPHIC STORM...IN THE PITCH DARK.

YOU CAN HEAR THEIR CRIES AND SCREAMS AND PLEAS FOR-SOMEONE-SOMETHING-ANYTHING-TO THROW THEM A LIFE LINE.

FACT IS, YOU HAVE THAT LIFELINE, YOU ARE THAT SOMEONE, THAT SOMETHING, THAT ANYTHING THESE CHILDREN-YOUR CHILDREN-ARE PLEADING FOR...AND YET, YOU CONTINUE TO QUIETLY ROW RIGHT BY THEM. HOPING THEY DON'T EVEN NOTICE THAT YOU ARE WITHIN ARMS REACH-AND DANGLING THAT VERY THING THAT WOULD SAVE THIER LIFE RIGHT IN FRONT OF THEIR FACES!

YOU ARE HOPING THAT AS YOU DRIFT RIGHT BY THEIR SINKING BOAT, THAT YOU WILL BE ABLE TO TURN THE OTHER CHEEK AND NOT HEAR THEIR SOBS AND CRIES SO YOU WON'T HAVE TO FEEL LIKE THEIR SUICIDE, DEATH, THEIR DEPRESSION, THEIR ISOLATION, THEIR FRUSTRATION, THEIR COMPLETE LACK OF RESPECT AND RIGHT TO EDUCATION...COULD HAVE BEEN AVOIDED BY YOU!!!

YOU ARE WATCHING AND ALLOWING HUNDREDS OF THOUSANDS OF YOUR, OUR CHILDREN IN OREGON-DROWNING, ALONE IN THEIR OWN BOAT, FLAILING THEIR ARMS, PLEADING FOR HELP...AND YOU ARE SURROUNDING THEM-AS YOU SIT IN SILENCE & DANGLE THEIR ONLY LIFELINE RIGHT IN THEIR FACES...AS YOU BLOCK MILLIONS OF PARENTS & TEACHERS WHO ARE FIGHTING DESPERATELY TO GET TO OUR CHILDREN AND SAVE THEM-BUT FIND YOU, ALLOWING-WATCHING-CONDONING THIS.

PLEASE!!! SAVE YOUR/OUR CHILDREN FROM SUFFERING, CRYING, DROWNING...DYING!

YOU HAVE THE LIFELINE!!

YOU CAN HELP!!!

YOU CAN SPEAK UP!!

YOU CAN SAVE THEIR LIVES!!

YOUR-OUR CHILDREN NEED YOU TO STEP UP, SPEAK UP, RISE UP...AND TO REACH INTO THEIR SINKING BOAT AND LIFT THEM UP!!

Shalyse Olson
(503) 409-9966
Open Oregon Schools
Petition and Statewide Rallies Organizer

https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.change.org%2Fopenourschools&data=02%7C01%7CGeorge.Russell%40ode.state.or.us%7Cb2262c7ad28b4804515e08d86ae71e28%7Cb4f51418b26949a2935afa54bf584fc8%7C0%7C1%7C637376888179722359&sdata=z2%2FO%2FpMVCUnzljMLV0kTilkNbuCsx1EcgXC143ohSKU%3D&reserved=0

From:	Shana Brooks
To:	Colt.Gill@state.or.us; HOWARD Kimberly - STBD; MARTINEZ-ZAPATA Guadalupe - STBRD
Subject:	DATA
Date:	Monday, October 12, 2020 10:22:36 AM

Please, I am BEGGING you to look at the DATA regarding school closures. MY KID NEEDS SCHOOL! The newer COVID research strongly recommends opening schools as kids are not "super-spreaders". PLEASE DO YOUR JOBS! YOUR JOB IS TO DO WHAT'S BEST FOR KIDS! EVERYTHING ELSE IS OPEN in Bend! The 20-29 y/o are the positive tests. Our deaths have NOT INCREASED, our hospitalizations are minimal!

I can share a day to day sad story of my 2nd grader crying his eyes out on WEBEX. I can share data from every pediatrician in the world who has recommended to LIMIT SCREEN TIME TO UNDER 2 HOURS A DAY! I can send you links on depression, suicide, ETC.

I am asking you to DO YOUR JOBS! PROTECT OUR KIDS! GIVE PARENTS A CHOICE FOR IN PERSON LEARNING!

I cannot afford the 9K or 17K private school costs in Bend even if there weren't a waiting list of over 100kids!

KEEPING SCHOOLS CLOSED IS TAKING AWAY THE CHANCE MANY KIDS HAVE TO DO BETTER!

Please get them in the schools!

Shana Brooks
Tyler Schang 2nd grade
Mark Schang
Bend, Oregen

From:	Shannon Nash
To:	colt.gill@state.or.us; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; RUSSELL George - STBRD; SCURLOCK Jennifer - STBRD; WHEELER Bridgett - STBRD; VELIZ Anthony - STBRD
Subject:	Real life examples of distance learning
Date:	Monday, October 5, 2020 10:10:58 AM

I want to provide you with a few live examples with how distance learning is working (side note - I think the teachers are doing everything they can and it is obvious the district staff is putting in tons of hours and I appreciate that).

My 4th grader has cried every single day since distance learning has started until finally last Thursday the tears ended. Normally, she is super excited to go to school and loves school and learning so this type of behavior was new for us. We had her at home doing distance learning and on Thursday I switched to have her go to daycare in the morning during the live hours so she could see someone else in person (even if it is only one and two-year old's). Her attitude was night and day change! She is a social person and needs live interaction and can't get that by distance learning. The learning on the computer she stares into la la land. I am fortunate enough to have an employer who has allowed me to take time off to help her with school. Every day we sit down at 12:30 and we aren't done until about 3:30 - 4pm (with 10-15 min breaks every 20 mins). My child doesn't realized how blessed they are to have a parent help them but I think of all the kids that don't have a parent that can dedicate this amount of time! FIVE out of a class of 23 actually got their work done for a day. Even though my daughter is one of those five, it is super sad to hear as the gap between the kids are growing more and more. Distance learning is creating larger gaps between kids learning

My 7th grader sits in front of a computer from 9-3:30 two days a week (Tuesday and Thursday's) and has nothing to do the other days (which makes it really difficult when my other child goes to class five days a week). We choose distance learning for the first semester as it was explained the child could work at their own pace and their own time. We choose distance learning so the child could work ahead but that isn't the case since the online platform our district choose still isn't available and they don't know when it is even going to be available. Instead, he has two days of entire day of screen time, most days he has complained of a headache by the end of the long school day all on the computer. We are already a MONTH into school and my 7th grader hasn't really learned anything (a few classes they are doing work through google classroom but the rest are "get to know you activities still"). This is after 3 months of no school last spring due to COVID, we are hurting the Oregon students by putting them further behind!

Our family could have financially made the choice to send our children to private school like majority of their friends, but after lots of conversation, we decided to stay in public school (long history of public educators in our family, wanted to give public school a chance before switching, etc). I will continue to dedicate time to my children so they will learn but I am very

concerned the learning gap that distance learning is creating.

The mental state these children are in and the long-term impacts has got to outweigh the risk of COVID. How can private schools qualify as a "daycare" and have their children in school five days a week but public schools can't? Again, this is creating further inequity - the State of Oregon is going in the opposite direction on equity and inclusion more than ever! Can teachers and parents sign a waiver that they understand the risk of having children in school and agree to the risks, just like I sign for my kids to participate in club sports right now? The metrics for children to return to school have got to change otherwise the kids are never going to be in school and majority of them aren't going to learn as it takes a TON of dedicated parents or grandparents time!

Concerned parent for all public school kids,

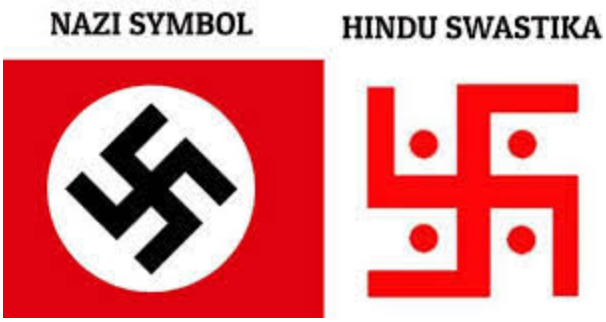
Shannon Ball

From:	Sravya Tadepalli
To:	RUSSELL George - STBRD
Subject:	Hindu Community Concerned About Swastika Ban
Date:	Thursday, October 1, 2020 9:35:37 AM

Dear Mr. Russell:

My name is Sravya and I am a 2015 graduate of the Corvallis School District and a proud Hindu Oregonian. I am also on the board of Hindus for Human Rights, an organization that works to combat human rights violations in South Asia and combat the growth of Hindu nationalism in India.

I recently found out about the new rule ODE is creating banning hate speech and symbols. I largely think this is a much needed policy change and applaud the intent of the rule. However, I am concerned about the rule change outright banning the swastika. The word "swastika" means "conducive to well-being" in Sanskrit. While the Nazis used the swastika (which they called the hakenkreuz) as a symbol of hate, it was originally used by Hindus as a symbol of prosperity and good luck, and Hindus continue to use the symbol to represent our religion today. You often see the swastika on the doorstep of Hindu homes, and people often wear the swastika on jewelry for good luck. The Hindu swastika also looks different from the Nazi symbol. I attached an image here if you would like to see the difference.



I completely understand the intention of banning the swastika, given the history of the Holocaust. Most Hindu Americans are also aware of the implications of the swastika in American society, and do not generally display the symbol in public. However, for Hindu students, the outright banning of this symbol is hurtful. It says that a beautiful symbol of our faith--stolen in the name of genocide--is inherently evil, and Hindu students feel less comfortable being themselves. In a virtual environment, Hindu students who have the swastika displayed in their homes could be unfairly reprimanded. As a Hindu student, I was often bullied about my faith in the classroom and teachers often made fun of my religion. The Oregon Department of Education should reaffirm that hate is wrong while also not blanket-banning symbols that mean different things to different people. Banning the swastika outright is like banning the crucifix because the KKK used it to terrorize people of color.

I ask that ODE remove the word "swastika" from OAR 581-022-2312. I believe that the descriptor of "symbols of hate" would allow for schools to use discretion to discipline students who display the Nazi swastika with a hateful intent, without singling out a symbol that means a very different thing

for Hindu students. At the very least, ODE should replace “swastika” with “Nazi symbol.” Teachers should also be educated on the difference between the two symbols.

I am also a playwright, and I recently had a play produced that included a couple of scenes about the history of the Hindu swastika. Here is a link to the play. The first scene referring to the swastika starts at 16:50 and the second scene starts at 1:00:15.

https://www.facebook.com/EnacteArtsInc/videos/2009316215865602

Please let me know if you have any questions or concerns about what I have to say. I would be happy to provide you more information or resources.

Sravya

From: asadams.five@gmail.com
To: StateBoard Public Email
Subject: Note from my daughter
Date: Monday, October 5, 2020 8:04:06 PM

Stella Adams

Hi my name is Stella. I am a 6th graded and I go to Pilot Butte Junior High. I would like to go back to school soon. I think going back to school would be best for a lot of kids in Bend. I have trouble not being able to socialize and I'm not afraid of Covid-19 and I think that even going back to school. And staying six feet apart. Wash our hand though out the day, and wearing a mask would be better than staying home. I think that it's ok to be afraid a little while but you shouldn't let fear control your life. Today on 10-05-2020 I didn't participate in school because I believe we should go back to face to face leading.

Stella Adams

Hope this doesn't fall on def ears. Let's make a difference and do something.

Sent from my iPhone

From: Stephanie Berg
To: StateBoard Public Email
Subject: Please give us choices for in person
Date: Friday, October 2, 2020 10:53:01 AM

To whom it may concern,
As a public school educator and parent, I am appalled by your leadership. I understand how hard the teachers and administrators are working. But no matter how hard they work, online school does not work for all students. My six year old first graders spends most of her day crying, frustrated, lonely, and showing signs of depression. Let that sink in, my six year old is showing signs of depression. She said, “Mom, nothing is fun anymore. I can’t see my friends, school is confusing, I don’t get to play to learn math like I used to. What’s the point?" Her emotional and mental health is not being taken care of by her schooling. This is wrong. A hybrid model for her class would have 8 children in the class at a time. Her class has an exterior door they could enter and exit through. How is this any less safe than taking her to the mall, the grocery store, on an airplane, to DisneyWorld, the playground, a $300 per week pod? All of these are open and considered safe. I am disgusted by the choices you are making. The hypocrisy of what is “safe” and what is not. You do not have the best interest of my child or any child, you have the best interest of your political agenda. This is unacceptable and we will be seeking legal action against the state. We are not asking for all students and teachers to return to an open school, we are asking that those of us (I am a teacher as well) that want to return have the choice to do that in a safe environment. It is our right to have choices and to be provided an education. Please take immediate action to change your policies and do what’s best for ALL children. Give families and teachers choices that include an in person model. The district nurses have worked hard to come up with safe ways to return to schools, let them do their job.
Sincerely,
Stephanie and Travis Berg

From: Stephanie Miller
To: StateBoard Public Email
Subject: Testimony
Date: Wednesday, October 7, 2020 4:54:27 PM

To whom it may concern,

I am a mother of 4 children ages 12, 9, 5, and 1. We are trying so hard to do school work. Being as I am not, nor have ever, been a teacher I cannot for the life of me teach 7th, 4th, and kindergarten at the same time. My 7th grader is surviving, her mental health is another story. She is suffering from depression, angst, and anxiety from the lack of social interaction.

My 4th grader is so distraught and overwhelmed, not to mention filled with anxiety, depression, and overall misery because she cannot see her friends. She has fallen so far behind because she cannot focus on school with how crazy our house is during the day. I'm not sure if you have ever tried to work with a 1 year old around, but it's not easy. She has been seeing a therapist for over a year, and now she has regressed back to old habits and developed new problems because of isolation.

My kindergartener is missing out on making friends, learning how to interact with her peers, and learning the rules to school. It is very important in these early years for her to be in a classroom learning self-regulation, how to manage emotions while around others, and even more important that she learn to interact and read social cues in this age.

If we don't get our kids back in schools we will face many children that cannot manage their emotions, cannot self-regulate, can not wait their turn, and we will be setting kids up for failure. I feel like my 4th grader is already set up for failure, I can't imagine how parents of special needs children are fairing right now but I know it's not good.

Please reconsider isolating our children, let them go back to school mask free. They need to be around other children, need to have the scheduled classroom times, need someone other than their parents to teach them.

Thank you,

Stephanie Miller

From: summer kicinski
To: StateBoard Public Email
Subject: Kids are suffering
Date: Thursday, October 8, 2020 7:12:03 AM

It’s time to open up the schools. At least open up the schools to the ones that want to go back and the ones that choose to stay home they have that choice. Kids are getting depressed, falling behind in school because they don’t have that in person learning time. This isn’t fair to them. I have two kids in their senior year and they want to go back so badly they are falling behind and not learning like they would going to school.
Keeping these kids out of school is borderline child abuse in my eyes. Schools are definitely essential. What is happening is dumbing our children down. You’re missing out on too much school, and this will harm them for the future.

Sent from my iPad

From: SUSAN BURKE
To: StateBoard Public Email
Subject: Public Comment: Oregon Schools Reopening
Date: Wednesday, October 7, 2020 9:06:44 AM

Dear State Board of Education Members,

I don't normally write to my legislative representatives, but I shared a similar message to the one I'm sharing with you now with my state Representative, state Senator, Governor Kate Brown, and Beaverton School District Superintendent Grotting, and I feel compelled to share an opinion on this issue with you as well. I can only imagine that you are hearing a lot from both sides – those who want their children back in classrooms right away, and those who prefer a more cautious approach.

I have a Kindergartener in the Beaverton School District. We chose to remain connected to our neighborhood school to allow for a feeling of connection with a building and with other kids who live near us. While I definitely don't think that Comprehensive Distance Learning is ideal for this age group, contrary to what many seem to think, it IS working. It took her a bit to warm up, but now she's engaged and they are learning together. She's already making online friends that will become in-person friends whenever it is safe to return to school. My husband and I are both working from home, which I know is likely a luxury by many family's standards, and that allows us perhaps a bit more flexibility. I should also share that we have been negatively financially impacted by COVID-19 as my husband is a small business owner whose income is also directly impacting by his ability (or inability) to travel outside of the state. Both of us are in jobs that require us to be on the phone without interruption much of the day, so it also proves to be challenging while managing 3 people's schedules and internet usage, and we worried about our ability to partner with her and keep her on track. But, her teacher (who is INCREDIBLE!) very quickly taught our children (who are amazing with technology, whether we like it or not!) to mute and unmute themselves and how to join Zoom meetings completely unassisted. So, our involvement has become that of timekeeper to help her know WHEN to get online and WHICH class to join since she can't yet tell time, and assisting with homework assignments. I feel torn every day when I listen to her interact with her classmates and her teacher (who I know is desperate to give her students a hug). I absolutely agree that she needs to be in-person and the online experience is not the same. But, I am unwilling to risk her life (even if she had a mild case, who knows what lingering effects there could be later in her life), the lives of her family members and friends, the lives of her amazing teachers, and the lives of our community members and neighbors just because I also think she'd do better if she was in person and it would be so much more convenient for us. So, we'll deal with the inconvenience and the fact that she may have some catching up to do until it's safe to return.

While many will argue that school districts in other areas of the country have opened successfully and that children aren't carriers, we simply don't know enough about children's ability to carry the virus and possible long-term effects to risk their health or the health of those around them. And, in many areas where schools did open, we're seeing increased transmission in all ages. In fact, you're likely aware that NY schools

just announced that they may close schools and non-essential businesses in 9 zip codes where positive test rates are above 3%. I would much prefer to remain fully online than risk finding out that we went back to in-person learning too soon.

Speaking of metrics, I support Governor Brown's decision to set specific metrics to help us decide when it is safe (or at least safer) for our children to return to school buildings. They certainly aren't perfect especially due to our lack of testing capacity and need to restrict who is tested since the beginning of the pandemic. I'm hopeful that the quick tests our state will begin receiving will help with this. They may even lower our % positive as more tests are able to be given, though it's also possible that will increase our overall positive cases. But at least we would know and we would have more data to support decisions one way or the other. At this point, I would NOT support changing the metrics solely so that schools can reopen when we are not yet seeing an overall decrease in our new cases.

I would like to express my firm support for placing the health and safety of our children and our communities above all else and keeping our children out of our school buildings until we have a better solution for their safe return or much lower community transmission rates.

I stand by Beaverton School District's recent decision to continue with CDL exclusively for 4 th – 12 th graders through at least February 8 th, and I'm hopeful they make the same decision for K-3 rd graders on October 19 th. And, whenever our schools do eventually return to in-person learning, I'm hopeful that, at least in the beginning, the option to continue with CDL exclusively will remain in place for parents who are not yet comfortable having their children in their neighborhood schools.

I stand by our teachers and staff. We cannot risk their health and safety purely out of convenience.

While financial impact and racial inequities are magnified during this time, I stand by the belief that life (and quality of life) is most important.

We do not need to unnecessarily endanger or lose any more lives to COVID-19.

Thank you for your time and consideration and all you do to make some very difficult decisions.

Sincerely,
Susan Burke
Beaverton, OR

From:	Suzanna Karweit
To:	StateBoard Public Email
Subject:	please adjust the metrics to allow schools to reoopen
Date:	Sunday, October 4, 2020 10:17:44 AM

Our schools provide essential services to children and families and need to reopen for in-person instruction immediately. Distance learning does not work for my 3rd grader and the majority of elementary school children. Kids and school staff should wear masks and wash hands frequently while they learn and teach in small, stable cohorts.

Suzanna Karweit
mom of 2, including one 3rd grader at Lake Grove in Lake Oswego, OR

From:	Suzanne Conrad
To:	VELIZ Anthony - STBRD; WHEELER Bridgett - STBRD; RUSSELL George - STBRD; SCURLOCK Jennifer - STBRD
Subject:	Please help
Date:	Tuesday, October 6, 2020 10:11:45 PM

Mr Veliz, Ms Wheeler, Mr Russell, and Ms Scurlock,

Thank you for your service to our education system. Thank you for choosing to help kiddos and teachers be successful.

I honestly thought we could do this. I wanted to try. I know in person would be best. But we have the teacher of the year for the state of Oregon last year. We SHOULD be able to succeed at CDL.

Aubree is failing. We can't do the asynchronous. This was so much easier with priority in SeeSaw last spring with learning, but we love seeing kids ever so briefly this year via zoom. My kiddo can't navigate all the things, links, clicks and clicks and transitions galore. Transitions that are required using google classroom and flip grid. First grade. IEP/Access program. LOSD. Lake Grove. I love and trust our leadership.

Aubree is not getting a FREE APPROPRIATE PUBLIC EDUCATION.
We have hired 2 people per day to help.
She is fully supported as much as able. She has trained individuals. This is not like we picked up just anybody. I sit with Aubree and our expert. It is not good.

She is frustrated. She is crying. I am crying. Up until this I would say I was a well adjusted adult. This is so hard. We have positive reinforcements. We have short term and quick rewards along with big long term rewards. We do not have an education happening.

Aubree has an IEP. She learns best and is motivated best by peers. Please safely get us back to school. LOSD had a plan. It was a great plan. Let us try it. Hybrid for success a d safety.

What in the world is happening to the kiddos who don't have this level of support. Further inequality is occurring that should be your concern worth addressing.

Mental health has value. Please help these kids process this trauma. We haven't seen any social stories on the virus, how this is hard, acknowledging this is hard, letting kids process it.

Wear a mask, distance, wash your hands!

Let us do this!

Suzanne Conrad
--
Sent from Gmail Mobile

From: Suzanne Conrad
To: StateBoard Public Email
Subject: Help
Date: Saturday, October 10, 2020 9:06:35 PM

Hello!

Thank you for all you are doing for these kiddos and teachers. I know the task is very big.

This is what I had to write to my kiddos amazing teacher today. As a parent with a kiddo on an IEP we are not getting the support we need. I had net asked for more before now. This is hard. I just took a leave of absence from work as helping her and the person we hired was not enough. I can not leave the house.

We need more support.

My high schooler that is new to the district has not had any opportunity to meet folks other than in class. Please be intentional.

I don't understand why we can't be on campus in a hybrid fashion. Our metrics are more conservative than Washington and California.

Why has the Governor allowed restarurants to open and not schools? They sit with masks off for hours inside and it is deemed safe, but our kiddos aren't going on campus for a half day even.

Why can't kiddos in private school be in school if the school can meet other requirements like from kid camps this summer with stable and small cohorts?

The gap of disparity is widening before our eyes. What is the plan? This is their only chance out of poverty. Less privilege.

Please reevaluate the metrics.

Thanks
Suzanne

--
Sent from Gmail Mobile

From:	Tammi Burkhardt
To:	DIRECTORSOFFICE DHS; dean.sidelinger@state.or.us; john.larson@oregoned.org; colt.gill@state.or.us; HOWARD Kimberly - STBD; COLONNA Jerome - STBRD; MARTINEZ-ZAPATA Guadalupe - STBRD; SCURLOCK Jennifer - STBRD; WHEELER Bridgett - STBRD; VELIZ Anthony - STBRD
Subject:	Send Kids Back to School
Date:	Wednesday, October 7, 2020 12:51:04 PM

I am a parent of a 9th grader in the Oregon City School District and comprehensive distance learning is not working for our family. Both my husband and I work full-time, he is a small-business owner and I am a business analyst with a healthcare non-profit. While we appreciate that COVID-19 is a novel virus, it is not overwhelmingly deadly based on the current CDC, state and local statistics. According to the CDC website, evidence indicates that COVID-19 poses relatively low risks to school-aged children.

In contrast, delaying the return to in-person school has resulted in increased anxiety and depression symptoms as well as caused job-loss, financial disruption and emotional disharmony in many families across the state. There are also the hidden costs of increased emotional and physical abuse, food uncertainty and children who are having to care for younger siblings and attempt to attend virtual school simultaneously.

The health and safety criteria for reopening has predominantly been met with the exception of hospital admissions and positive case counts (which erroneously include presumptive cases). While hospital admissions are an important statistic, what is more important is the recovery/discharge rates from those admissions. Luckily, I receive a daily update of hospital admissions from OHSU and the COVID-19 patient in-patient number has wavered between 4-16 since the beginning of the pandemic. Additionally, the total mortality count of COVID-19 in-hospital patients at OHSU is 16. Considering those numbers, our hospitals and medical staff are not currently being overwhelmed by this virus.

Lastly, please answer the question of how is it more important for people to access food & alcohol in restaurants and bars, than our children accessing their education in-person? How is it more important for people to protest/riot over the importance of sending our children back to school.

Please consider the traumatic social, emotional, physical and spiritual effects that an extended closure is having on our children and reconsider the metrics set for reopening.

Sincerely, Tammi Burkhardt
--
Tammi Burkhardt
tammi.burkhardt@gmail.com

From:	tasha bleyenberg
To:	StateBoard Public Email
Subject:	Current online school issues
Date:	Monday, October 12, 2020 12:11:15 PM

To whom ever it may concern,

My daughter is currently enrolled in Hermiston Highschool and has been a 4.0 student for the last four years. She is currently taking AP classes and was very excited to be setting herself on a path for success into college. She is an athlete as well as an amazing student.

This entire online program has been a mess from the first day and has had no resolution thus far. Let me list just a few of the issues she deals with daily.

1) Even using the Chromebook and hotspot from the HS she is dropped from classes daily. Which in turn means missing valuable class time as well as being able to learn the content needed for homework.

2) Classes are pixelated. The largest issue with this is during tests with multiple choice answers. She can't see the choices and teacher has moved to the next question on the test by the time the screen has returned to normal viewing.

3) She set up a meeting about the last issue with her teacher to ask to retake the test because she had missed so many questions. The teacher's answer was to contact the district office to request a retest.

4) Google meets is not saving assignments nor are the teachers receiving the assignments she has sent. She emails the teachers daily and has had to start taking pictures of every single assignment to provide proof she has finished as well as submitted the work.

5) There are 4 to 5 seperate sights where she has to go to locate the homework assignment as many are not inputting the assignments into Google meets. This creates more chances for missed assignments even with assignment alerts in place.

6) School assignment alerts are coming in from 9 pm (due at midnight), until 2 pm. (due in class the same morning) Why are assignments being sent at these times?

As I said these are daily issues with absolutely zero resolution after speaking with teachers daily. I've also called the Highschool and have yet to receive a call back but rest assured I will continue to call the HS as well as our superintendent. If these students are expected to continue this program instead of being in person these problems must be resolved.

Sincerely an exhausted parent, Tasha Bleyenberg.

Sent via the Samsung Galaxy S8, an AT&T 5G Evolution capable smartphone

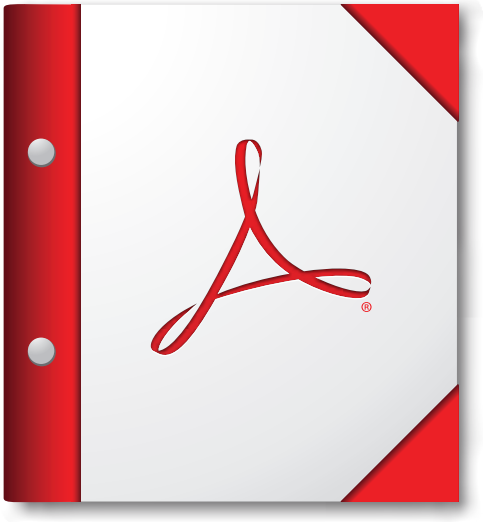
From: Tiffany Mabin
To: StateBoard Public Email
Subject: Kids and school
Date: Saturday, October 10, 2020 7:28:44 PM

To whom it may concern

I just wanted to let you know that I support the Governor's metric for opening up schools.
With so many voices of disagreement, I just wanted you to know that I am so grateful for your strict message and decisions. If it saves a child or a mom or dad or aunt, then I am willing to sacrifice a year of my child being in person school.
These kids will survive. We have to sacrifice in desperate times. And these are truly desperate times.

Thank you for all you are doing. I am so grateful.

Tiffany Mabin-Robertson



For the best experience, open this PDF portfolio in Acrobat X or Adobe Reader X, or later.

Get Adobe Reader Now!



For the best experience, open this PDF portfolio in Acrobat X or Adobe Reader X, or later.

Get Adobe Reader Now!

581-053-0009
Waiver

(1) Notwithstanding any other provision of Oregon Administrative Rules Chapter 581, subject to subsection (2) of this rule, for purposes of Oregon Administrative Rules Chapter 581, Division 53, the following requirements are waived until January 31, 2021:

(a) Any requirement related to receiving or having received instruction under Oregon Administrative Rules Chapter 581, Division 053.

(b) Requirements pertaining to receiving approved instruction shall be temporarily waived for new drivers by allowing certificate permits to be valid through January 31, 2021. New drivers shall continue to be trained in first aid and be subject to physical examinations.

(c) Driving certificates and approvals requiring a driver license shall be granted to an applicant for renewal regardless of expired status, provided no disqualifying driving or criminal records exist for the applicant and DMV is unable to issue a qualified renewal. Such approvals shall be valid through January 31, 2021.

(2)(a) The waiver described in subsection (1) of this rule applies only to a requirement necessary to perform an activity that the individual to whom the requirement applies was authorized to perform on the first date on which schools closed pursuant to Executive Order 20-08.

(b) By order, the Director of the Oregon Department of Education may rescind an application of the waiver described in subsection (1) of this rule if the director has good cause for the determination.

(c) By order, the director may extend the date specified in subsection (1) of this rule to any other subsequent date if the director has good cause for the extension and the extension is related to schools closing pursuant to executive orders issued by the Governor ordering the closure of schools for purposes related to Coronavirus Disease 2019.

(3) By order, the director may waive any other requirement necessary to perform an activity described in Oregon Administrative Rules Chapter 581, Division 53, if the director has good cause for the determination and the waiver is related to schools closing pursuant to executive orders issued by the Governor ordering the closure of schools for purposes related to Coronavirus Disease 2019.

Statutory/Other Authority: ORS 327.013 & ORS 820.100-820.120
Statutes/Other Implemented: ORS 327.013, ORS 820.100, ORS 820.105, ORS 820.110 & ORS 820.120
History:
ODE 14-2020, temporary adopt filed 04/23/2020, effective 04/23/2020 through 10/19/2020

Oregon State Board of Education
Meeting Date: October 15, 2020

AGENDA ITEM: 3.A

SUBJECT: Rules for ODE Driving Credentials/OAR 581-053-0009 **STAFF NAME & OFFICE**: The impacts of the COVID-19 disease on commercial driver programs associated with schools, including those employing school bus drivers and school activity vehicles, include excessive difficulty in satisfying the requirements for ODE-issued credentials. This ruleset proposes to allow a waiver for specific approved training hours required under our certificate programs. ☐ New Rule ☒ Amend Existing Rule ☐ Repeal Rule	☐ **First Reading** ☐ **Presentation** ☐ **No Presentation** ☒ **Action** ☐ **Temp Rule** ☐ **Presentation** ☒ **No Presentation**

BACKGROUND

The impacts of the COVID-19 disease on commercial driver programs associated with schools, including those employing school bus drivers and school activity vehicles, include excessive difficulty in satisfying the requirements for ODE-issued credentials. This ruleset proposes to allow a waiver for specific approved training hours required under our certificate programs, for new driver credentials ("permit" certificate), and for the expiration of non-commercial driver licenses as they relate to our certificate program.

Currently, school bus and school activity vehicle drivers are required to maintain commercial driving credentials to apply for renewal or original issuance of Oregon Department of Education certificates permitting them to drive specified vehicles. In addition to a commercial driver license (CDL), departmental rule requires evidence of a current physical examination, current training in administering first aid, and a minimum accumulation of approved classroom hours to issue a certificate for these drivers. This high standard, exceeding that of the requirements for commercial driver license, helps to assure stakeholders that those charged with the responsibility of safely transporting school pupils to and from school and associated school functions are physically capable and well-prepared to respond to an emergency situation in the course of duty. This includes evacuation of pupils from the vehicle in the event such action is warranted, a critical life-saving procedure. These standards have been in place for decades and are effective to their purpose.

The existing regulations are strictly a matter of the discretion of the State Board of Education.

Stakeholders in the field have given notice that the typically simple task of providing approved training classes have been made more complex given the governor's executive orders requiring physical distancing and concerns about public health/exposure.

In light of similar concessions made by the United States Department of Transportation and Oregon's Driver & Motor Vehicle Services to offer leniency around existing but expired credentials, Brock Dittus & Mark Mayer of ODE worked in the spring to craft a temporary ruleset that would allow for driver programs facing the aforementioned hardships to extend the validity of ODE-issued credentials that

expired during the declared state of emergency and school closure. The Pupil Transportation unit received daily inquiry regarding the status of such a concession, and with over 400 certificates scheduled to expire during the existing closure period, it seemed prudent to offer a way to allow pupil transportation entities a method to maintain their existing staff of qualified drivers until the need for such a concession abates. Keeping any pupil transportation operation adequately staffed is challenging under normal circumstances, let alone while facing a pandemic.

In the course of the public health situation's evolution, the Pupil Transportation & Fingerprinting Unit requested that Director Colt Gill extend certain provisions of the temporary rule enacted by the State Board of Education that continue to present hardships to pupil transportation operations, including the allowance of the departmental certificate permit to be valid for an extended period of time (ordinarily 120 days), and the allowance to issue departmental certificates for applicants whose non-commercial driver licenses had expired, given that DMV has faced significant backlogs in their attempt to meet the needs of the public after their field office closures. These provisions appear to remain necessary as public health metrics continue to present challenges to success and many pupil transportation workers may identify as at a higher risk due to age or other factors.

It is likely that historically disadvantaged populations would be the first and most affected by a delay in transportation services, and for this reason it would be an important equity consideration to ensure that students experiencing poverty or systemic opression are able to access meals or childcare through school transportation services during the school closure and any interruption to such services is mitigated when physical attendance resumes.

It is important to note that this proposed ruleset does not lower the bar for new drivers; all exisiting regulations for a new credential would remain in place. What it would offer is a way for those with existing credentials to continue offering service through January 31, or such other time as deemed necessary by the Director. Provisions also exist within the proposed regulations to allow for alterations by the Director as necessary should any unforeseen difficulties arise, such as an inability to procure a commercial driver license from DMV at a future time.

SUMMARY OF PREVIOUS BOARD ACTION

This issue was previously presented to the board in their April 2020 meeting, and approved as a temporary rule; the content and rationale for adoption as a permanent rule was presented at the board's September 2020 meeting.

All dates of effective language advanced to January 31, 2020. New language drawn from Colt Gill's May 2020 Memo on extensions of the former rule provisions included as follows:

(b) Requirements pertaining to receiving approved instruction shall be temporarily waived for new drivers by allowing certificate permits to be valid through January 31, 2021. New drivers shall continue to be trained in first aid and be subject to physical examinations.

(c) Driving certificates and approvals requiring only a standard driver license shall be granted to an applicant for renewal regardless of expired status, provided no disqualifying driving or criminal records

exist for the applicant and DMV is unable to issue a qualified renewal. Such approvals shall be valid through January 31, 2021.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☐ N/A; first read—hasn't been before board
☒ No; same as last month
☐ Yes – As follows:

POLICY ISSUE OR CONCERNS

Stakeholders are in contact with department staff on a regular basis inquiring about a provision of this nature, making it clear that this has become an urgent issue. No significant or adverse impacts in the passage of the proposed rules have been identified regarding historically underserved or tribal populations.

The positive effect of rule passage includes the ability of existing driver staff to serve the needs of their local communities both now and after the emergency has passed, while mitigating any concerns that a driver would go without approved training for an extended period of time. The impact on attendance would be positive, including that for students in the chronic absenteeism bracket. No barriers to more equitable outcomes are identified in the proposal.

EQUITY IMPACT ANALYSIS

See above – no concerns about a negative equity impact have been identified.

FISCAL ANALYSIS

No significant fiscal impact has been identified related to this proposal. In a similar vein to the decision to continue to pay school district employees during the school closure, this proposal allows transportation operations that districts depend upon to function while they recover from the difficult situation we all find ourselves in. Such a concession seems to allow an overall reduction of cost to the State School Fund, in that it is more expensive and difficult to recruit new employees than it is to retain and develop the employees that exist.

EFFECT OF A "YES" OR "NO" VOTE

An approval by the board would allow drivers with expired credentials to operate as needed in their job functions, and allow for more time to prepare to meet current certificate requirements by January 31, 2021.

Oregon State Board of Education
Meeting Date: October 15, 2020

AGENDA ITEM: 3.A

A denial by the board would present a significant hardship to pupil transportation operations, likely result in a decreased level of safety in operations due to stress and understaffing, and be out of step with similar decisions made by other agencies governing portions of commercial driving credentials.

STAFF RECOMMENDATION

☒ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☒ other: COVID-19 related hardship

ATTACHMENTS

Attachment 1: Proposed ruleset

Oregon State Board of Education
October 15, 2020

AGENDA ITEM: 3.B

SUBJECT: Oregon School Capital Improvement Matching Program / OAR 581-027-0005 et. seq. **STAFF NAME & OFFICE**: Mike Wiltfong and Michael Elliott, Office of Finance and Information Technology The OSCIM Program needs to have the temporary rules for emergencies, approved in April, made permanent. The Technical Assistance Program needs some rules clarified. Finally, a general edit of the rules needs to happen for clarity. ☐ New Rule ☒ Amend Existing Rule ☐ Repeal Rule	☐ **First Reading** ☐ **Presentation** ☐ **No Presentation** ☒ **Action** ☐ **Temp Rule** ☐ **Presentation** ☒ **No Presentation**

BACKGROUND

The Office of School Facilities (OSF) is in charge of several programs that help keep students healthy, safe, and warm in districts across the state. Two of the more well known programs are the Oregon School Capital Improvement Matching Program (OSCIM Program) and the Technical Assistance Program (TAP). The OSCIM Program provides matching grants to districts that are able to pass local general obligation bonds. The TAP provides grants of $20,000 to $25,000 to districts to help them conduct a viarety of facility related assessments.

Since the OSCIM Program's inception, it has committed over $300 million to districts to pass local general obligation bonds. The grants provided to districts are 1:1 matching grants up to the grant limits of $4 million for most districts and $8 million for the largest districts. For many small districts, this means receiving a grant from the state doubles their funds to make needed improvements to their school facilities.

The TAP has provided 406 grants to 160 districts, totaling over $9.5 million, since 2016. This grant has enabled many districts to conduct assessments and do long-range planning that they would not have been able to do otherwise.

In March 2020, the COVID-19 pandemic caused major disruptions to our daily lives. Many schools across the state were forced to quickly pivot to online learning models. Districts that had planned in person community meetings to discuss upcoming bonds or engage in long-range facility planning had to cancel those meetings. Normal community outreach could not happen.

In order to assist districts with this change, the State Board adopted temporary rules for the OSCIM Program. These rules allowed ODE to provide flexibility to districts in two ways. First, ODE could move an application period for the OSCIM Program. Under the emergency rules, ODE can move the application period from its normal 9 month lead time to a later date. This gives districts more time to address the immediate emergency. ODE exercised this flexibility for the May 2021 application period. Instead of holding the application period in September, per normal, ODE moved the application period to December 2020 to give the districts time to address opening schools under unprecedented conditions.

The other source of flexibility is in the election itself. Instead of requiring districts to go for the election for which they originally applied, ODE can allow a district to delay to the next election and keep its current commitments and waitlist standings. This is what happened for the May 2020 election. Most of the districts delayed their bond election to November 2020. For those districts with an OSCIM Program commitment, they retained the commitment. Other districts on the waitlist, retained their waitlist priority. When the November 2020 election occurs, there will be two results for OSCIM Program grants, one for the November 2020 districts, and one for the May 2020 districts.

Another addition to the temporary rules is to allow districts 9 months to sell bonds from the date of election. This gives districts more flexibility to ensure they sell their bonds at the lowest possible interest rate to save taxpayers funds.

OSF is requesting that the State Board adopt these temporary rules as permanent rules. At the same, time OSF is asking for additional rule changes to be more efficient in the rule making process. These additional requests fall into two categories: technical changes and clarifications to the TAP.

The technical changes are to clean up some of the language and numbering in the rules. The main example is changing the term “Certified Contractor” to “Certified Assessor”. In the TAP, architects and engineers can become certified to assist districts with facility assessments and long-range facility planning. This ensures districts get quality outside help and are meeting minimum standards for the assessments. As these third party individuals are assessors and not contractors, the rules have been changed to uniformly refer to them as assessors.

The TAP provides grants to districts through a preference point system. The goal of these preference points is to ensure that those districts that need the most assistance in completing assessments get that assistance. The preference points mean that districts that are small, have high rates of poverty, and haven’t done the assessment before are going to receive a grant before other districts. For the environmental hazard assessment, the preference point for having completed radon testing before was confusing, so this proposed rule provides clarification to districts.

The rules also clarify expectations for community involvement in the long-range facility planning process. It is important for districts to engage with their communities when thinking about the future of their facilities. By hearing all voices in the community, the district can make sure that its facilities will help achieve student success and implement the educational vision of the community. The community also needs to be aware of the cost to improve facilities to ensure facilities are helping students succeed. Because long-range planning can occur without an imminent bond election, OSF is clarifying the rules to make it clear that the community has to be involved in the educational vision and financial discussion for long-range planning. This clarification will help ensure compliance with TAP standards.

Finally, the proposed rules require a district that receives a specific TAP grant wait 4 years before reapplying for the same grant. This ensures that more districts can access the TAP grants. It also puts the current practice into rule.

SUMMARY OF PREVIOUS BOARD ACTION

The State Board previously adopted the temporary rules for the OSCIM Program in April. There were no objections to the other rule changes during the first read.

Oregon State Board of Education
October 15, 2020
AGENDA ITEM: 3.B

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☐ N/A; first read—hasn't been before board
☒ No; same as last month
☐ Yes – As follows:

POLICY ISSUE OR CONCERNS

OSF collaborated with its technical advisory group and the Oregon Department of Education's Rules Advisory Committee (RAC) to determine if there were concerns with the proposed rule changes. OSF's technical advisory group appreciated the flexibility the proposed rules provided and did not see any concerns from the administration of the program. The RAC did not have any significant concerns regarding the impact of these changes on historically underserved populations. Both groups expressed support for the proposed changes.

EQUITY IMPACT ANALYSIS

The OSCIM Program is designed to provide funds to those districts with the highest levels of poverty and lowest property wealth. Districts high on the priority list have higher levels of historically underserved populations in poverty than other districts. It also means these districts and their communities have not been able to invest in their facilities. These facilities are less likely to be healthy, safe, and warm than other facilities. Facilities that are old and unsafe add extra burdens to students to achieve the same level of success.

The goal of the OSCIM Program is to reverse that trend and reduce the burdens on those students. The OSCIM Program provides an incentive for communities to pass bonds. It provides, in some cases, a doubling of the funds that can be raised by districts. This reduces deferred maintenance and reduces additional burdens on students in those facilities. By allowing flexibility in times of emergency, the OSCIM Program can continue to meet that goal.

Similarly, the TAP is there to help the districts that need it the most. Districts with high poverty and that are smaller will get higher priority for these grants. The goal is to ensure those districts that do not have the funds to conduct these needed assessments get funding first. All of these assessments are an important first step to addressing facility barriers to keeping students healthy, safe, and warm. Providing funds to districts that need them ensure that all students have a chance for better facilities.

FISCAL ANALYSIS

There is no fiscal impact to ODE to implement this rule change. All of the funds being committed to districts have already been approved by the legislature and current staff can absorb the work.

Oregon State Board of Education
October 15, 2020
AGENDA ITEM: 3.B

EFFECT OF A "YES" OR "NO" VOTE

A "yes" vote will ensure that the temporary rules previously adopted by the State Board continue to be in place. This will enable the OSCIM Program to continue to meet districts where they are at and continue to provide support in times of emergency. A "yes" vote also makes the rules easier to read. It is important that rules be as clear as possible to ensure that everyone knows how a program runs. The clarity added by these rules continues to move toward that goal. Finally, a "yes" vote helps the OSCIM Program continue to assist districts in providing a healthy, safe, and warm facility for all of Oregon's students.

STAFF RECOMMENDATION

☒ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☒ other

ATTACHMENTS

Attachment 1:

581-027-0005

Definitions

The following definitions and abbreviations apply to rules within OAR 581, Div 27:

(1) "Adjusted Assessed Property Value p~~P~~er ADM" means the value calculated per OAR 581-027-0010 to determine the ranking of Districts on the Priority List for Funding.

(2) "Adjusted ADMr" means average daily membership as calculated under OAR 581-023-0006(~~60-(7)~~5~~)~~5)-(7) reduced by the Average Daily Membership of virtual public charter schools in the D~~d~~istrict.

(3) "Adjusted ADMw" means the number of students in a District as calculated under ORS 327.061 and includes all weights, and extended Average Daily Membership weighted, as calculated under ORS 327.013(1)(c) reduced by the Average Daily Membership of virtual public charter schools in the D~~d~~istrict.

(4) "ADM" means Average Daily Membership.

(5) "ADMr" or "Resident Average Daily Membership" means average daily membership as calculated under OAR 581-023-0006(5)~~6)-(7).~~-(7).

(6) "Assessed Value" means the total assessed value of all tangible property within the boundaries of the District as published by the Oregon Department of Revenue.

(7) "Average Daily Membership" or "ADMw" means the number of students in a District as calculated under ORS 327.061 and includes all weights, and extended Average Daily Membership weighted, as calculated under ORS 327.013(1)(c).

(8) "Certified Assessor" means an entity or person who has gone through the process established by the Department that will certify the entity or person is qualified to perform the work.

(9) "Closing" means the date on which a District receives some or all of the proceeds of its Local GO Bonds.

(10) "Department" means the Oregon Department of Education.

(11) "District" or "Districts" means school districts, as defined in ORS 328.001(3), that are eligible to apply for a State Matching Grant.
(12) "DOGAMI" means the Oregon Department of Geology and Mineral Industries.
(13) "Environmental Hazard Assessment" means an assessment of a Dd~~d~~istrict's radon exposure as one of the potential environmental hazards to be assessed as set forth in ORS 332.331.
(14) "Facility Assessment" means an assessment that evaluates one or more facilities in a ~~school d~~District according to the requirements set forth in OAR 581-027-0035.
(15) "First in Time" means that portion of the Oregon School Capital Improvement Matching Account that is to be awarded to Districts based on the order in which the Department receives the applications.
(16) "Funding Cycle" means the period of time, as determined by the Department under OAR 581-027-0020(3), before and after a May or a November general election during which the Department will accept applications, issue commitments, award grants, and finalize grant agreements for State Matching Grants under the OSCIM Program.
(17) "Gross Square Footage" means the total square footage of the building as measured by the outside wall of the building.
(18) "Guaranteed Tax Base Amount" or "GTBA" means a theoretical tax base of $1,000,000 per ADM.
(19) "Guaranteed Tax Rate Amount" means $1,000 which is the GTBA multiplied by 0.001 for $1 of tax per $1,000 of Assessed Value.
(20) "Local GO Bonds" means general obligation bonds approved by voters for the benefit of a District during the Funding Cycle for which the District applied for a State Matching Grant.
(21) "Long-Range Facility Plan" means a plan that determines the long-range needs and goals of a District according to the requirements set forth in OAR 581-027-0040.
(22) "Oregon School Capital Improvement Matching Account" means an interest bearing account established in the State Treasury, separate and distinct from the General Fund, that consists of net proceeds from Article XI-P bonds issued under Article XI-P (School District Capital Costs) of the Oregon Constitution.
(23) "Oregon School Capital Improvement Matching Program" or "OSCIM Program" means the program created by Article XI-P of the Oregon Constitution and ORS 286A.769 to 286A.806.
(24) "Priority List" means the list created by the Department each biennium pursuant to ORS 286A.801 and the formula outlined in OAR 581-027-0010.
(25) "RVS" means Rapid Visual Screening data collected by DOGAMI and published on their website.
(26) "Seismic Assessment" means an assessment that evaluates one or more facilities in a District according to the requirements set forth in OAR 581-027-0050.
(27) "State Matching Grant" means the grant funds provided by the State through the OSCIM Program to match the proceeds of a District's Local GO Bonds.
(28) "Students in Poverty" means the number of children, age 5 to 17, in families in poverty as described by the Small Area Income Poverty Estimate published by the U.S. Census Bureau.

(29) "Technical Assistance Grant" means a grant provided by the Department to a ~~School~~ District such that a ~~S~~school ~~D~~district can conduct an assessment as described in ORS 326.125 or these rules.
(30) "~~Waiting List~~Waitlist Ranking" means the list of Districts not initially awarded a State Matching Grant, based on either the District's position on the Priority List or the District's First in Time status, during any Funding Cycle.
Statutory/Other Authority: Sec. 2 & 5, Ch. 783 & Ch. 788
Statutes/Other Implemented: Ch. 788, Sec. 2, 4 & 5 & Ch. 783
History:
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 32-2018, amend filed 10/19/2018, effective 10/21/2018
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 41-2016, f. & cert. ef. 7-20-16
ODE 30-2016, f. & cert. ef. 4-28-16
581-027-0010
Calculations for Oregon School Capital Improvement Matching Program Priority List
(1) For each Funding Cycle, the Department shall provide State Matching Grants to Districts from designated resources in the Oregon School Capital Improvement Matching Account. The Department shall determine and apportion the amount of available resources among the Funding Cycles in each biennium. The total amount of State Matching Grant funds available and awarded by the Department may vary during each Funding Cycle.
(2) The Department shall post on its website the amounts that will be available for OSCIM Grants for each Funding Cycle within a reasonable time after the Legislature determines the level of funding for the Oregon School Capital Improvement Matching Account.
(3) If the Legislature does not determine the amount of funding for the Oregon School Capital Improvement Matching Account until after the application period opens for a given Funding Cycle, the application period will run as normal. However, any posting of results will be delayed until such time as the Legislature determines the amount of funding for the Oregon School Capital Improvement Matching Account.
(4) If the Legislature does not appropriate any funds for the OSCIM Program for a biennium, or any part of the biennium, then the OSCIM Program will cancel open application periods and future application periods until funding is restored.
(5) Sixty percent (60%) of designated grant resources in the Oregon School Capital Improvement Matching Account shall be awarded based on the Priority List.
(6) The Priority List shall be based on a District's Assessed Value, P~~p~~ercentage of Students in Poverty, and Average Daily Membership.
(7) The Department shall update the Priority List every biennium. The Priority List will be updated no later than June 1 before the start of the next biennium. The updated Priority List will be effective at the start of the next biennium. To update the list, the Department will use the data from the most recent year for which all three sources have reported actual data.
(8) The Priority List shall be calculated as follows:

(a) The District's Students in Poverty shall be multiplied by twenty (20) to determine the Weighted Number of Students in Poverty.
(b) The District's Weighted Number of Students in Poverty shall be divided by the District's Adjusted ADMr to arrive at the District's Percentage of Students in Poverty.
(c) The District's Assessed Value shall be divided by the District's Adjusted ADMw to determine the District's Assessed Property Value per ADM.
(d) The District's Assessed Property Value per ADM shall then be divided by one (1) plus the Percentage of Students in Poverty to determine the District's Adjusted Assessed Value per ADM.
(e) The Districts will be ranked from the lowestsmallest Adjusted Assessed Property Value per ADM to the highest. This ranking will ensure Districts with the highest rate of Sstudents in Ppoverty and lowest Aassessed Pproperty Valuewealth per ADM are provided the greatest chance for a State Matching Grant.
Statutory/Other Authority: Sec. 2 & 5, Ch. 783 & OL 2015 (Enrolled SB 447)
Statutes/Other Implemented: Sec. 2, 4 & 5, Ch. 783 & OL 2015 (Enrolled SB 447)
History:
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 30-2016, f. & cert. ef. 4-28-16

581-027-0015
Calculations for Oregon School Capital Improvement Matching Program Funding Formula
(1) The Department shall provide State Matching Grants to Districts from available resources in the Oregon School Capital Improvement Matching Account.
(2) Sixty percent (60%) of the available resources in the Oregon School Capital Improvement Matching Account for a biennium shall be awarded based on the Priority List.
(3) Forty percent (40%) of the available resources in the Oregon School Capital Improvement Matching Account for a biennium shall be awarded based on the order in which applications are received during the application period established by the Department for the Funding Cycle.
(4) The Department shall use a funding formula to determine the amount of State Matching Grant funds each District is eligible to receive from the Oregon School Capital Improvement Matching Account. This funding formula will be used to determine eligibility for State Matching Grants awarded through both the Priority List and First in Time application process.
(5) Districts whose voters pass $4,000,000 or less in Local GO Bonds for District facility projects shall be eligible for a one-to-one match from State Matching Grant funds.
(6) Districts whose voters pass more than $4,000,000 in Local GO Bonds for District facility projects shall be eligible for at least $4,000,000 and no more than $8,000,000 based on the following formula:
(a) The District's Adjusted Assessed Property Value per ADM as determined by OAR 581-027-0010 shall be multiplied by the assumed tax rate of 0.001 ($1 per $1000 of assessed property value) to calculate the District's Estimated Local Bond Revenue per ADM.

(b) The Estimated Local Bond Revenue per ADM shall be subtracted from the Guaranteed Tax Rate Amount to determine the amount of eligible State Matching Grant funds per ADM.
(c) The eligible State Matching Grant funds per ADM shall be multiplied by the District's ~~Adjsuted~~Adjusted ADMw to determine the maximum amount of State Matching Grant funds for which a District is eligible.
(7) The Department shall use the lesser of total proceeds from the sale of the Local GO Bonds exclusive of underwriter's discount and other costs of issuance or the original amount requested by the District as the final basis for calculating the State Matching Grant.
(8) Local GO Bonds used by a District to qualify for the OSCIM Program must be closed within ~~six~~ nine (9) months of the date of the election at which the Local GO Bonds were approved.
Statutory/Other Authority: Sec. 2 & 5, Ch. 783 & OL 2015 (Enrolled SB 447)
Statutes/Other Implemented: Sec. 2, 4 & 5, Ch. 783 & OL 2015 (Enrolled SB 447)
History:
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 30-2016, f. & cert. ef. 4-28-16
581-027-0020
Oregon School Capital Improvement Matching Program Application
(1) The Department shall create one application for Districts to apply for State Matching Grants from the Oregon School Capital Improvement Matching Account.
(2) The Department shall post the application ~~prior to the beginning of each Funding Cycle~~ on the Department's web page.
(3) The Department shall open applications for each Funding Cycle as follows:
(a) On the July 15 that precedes the first November Funding Cycle in a biennium;
(b) On the September 15 that precedes the first May Funding Cycle in a biennium;
(c) On the March 15 that precedes the second November Funding Cycle in a biennium; and
(d) On the ~~second~~ September 15 that precedes the second May Funding Cycle in a biennium.
(4) If one of those dates falls on a weekend or holiday, then the application period will be opened the Friday preceding.
(5) Applicants must submit their application electronically. Districts may submit applications only for an open and current Funding Cycle. The Department will not accept applications for later Funding Cycles.
(6) If a District's application does not meet the application requirements:
(a) The Department may agree to an extension of time, but no more than sixty (60) days from the deadline for submission, for the District to correct the deficiencies; and
(b) The Department may allow the District to continue to apply to the OSCIM Program even if the additional time extends beyond the application window.
(7) If a District fails to make the corrections within the agreed upon time, the Department ~~will~~ shall cancel the District's application and readjust the pre-election commitments made.

(8) A District that submits an application for a Funding Cycle may withdraw the application no later than sixty (60) days from the application deadline and be eligible to reapply for the next Funding Cycle.
(9) A District that does not withdraw its application within sixty (60) days from the application deadline, may not apply to the OSCIM Program until the election for the Funding Cycle in which the District applied occurs.
(10) The Department shall:
(a) Rank complete applications from Districts for each Funding Cycle according to the Priority List formula;
(b) Make funding commitments to Districts with the highest ranking on the priority list until sixty percent (60%) of the available resources for that Funding Cycle are used;~~.~~
(c) Make funding commitments to the remaining Districts in accordance to the First in Time process for that Funding Cycle~~s~~.
(d) If a D~~d~~istrict receives a partial commitment in a Funding Cycle, the Department shall not round up that partial commitment by reducing funds available to other Funding Cycles.
(11) In order to promote equity across the state, the Department shall deem all applications received within a specified period of time for each Funding Cycle as being received at the same time.
(a) The Department shall establish the following periods for reception of applications:
(A) 8:00 a.m. to 12:30 p.m. will be the first application period; and
(B) 12:31 p.m. to 5:00 p.m. will be the second application period.
(b) All applications received during one of the above time periods will be deemed to have been received at the same time for purposes of awarding First in Time commitments.
~~(c) All applications received during one of the above time periods will be deemed to have been received at the same time for purposes of awarding First in Time commitments.~~
(c~~d~~) The Department shall commit First in Time funding to those applications received in the first period first. If there is funding remaining, then the Department shall commit the remaining funding to the second period.
(d~~e~~) If the First in Time funding is insufficient to provide a commitment to all Districts within a given time period for that Funding Cycle, the Department shall randomly select the Districts by a lottery process to determine which Districts will receive an award commitment.
(e~~f~~) The lottery process shall be determined by the Department.
(f~~g~~) All lottery results are final.
(12) The Department shall notify Districts that receive a funding commitment from the Oregon School Capital Improvement Matching Account within two weeks of the close of the application period for a Funding Cycle.
~~(~~13) The Department shall post the eligibility and ranking of all Districts that applied during that Funding Cycle on the Department's website. Districts that applied but did not receive a commitment will be notified of where they fall on the ~~Waiting List~~Waitlist Ranking.
(14) All funding commitments are contingent upon the District subsequently Closing the required Local GO Bonds within ~~6~~ nine (9) months of that Funding Cycle's bond election.

(15) Any Districts on the ~~Waiting List~~Waitlist Ranking may choose to seek voter approval for Local GO Bonds in that Funding Cycle with the understanding that State Matching Grant funds may become available for that Funding Cycle if a District that has received a commitment is unsuccessful in passing their Local GO Bonds.
(16) All funding commitments to Districts that successfully pass their Local GO Bonds in the Funding Cycle will be officially awarded a State Matching Grant upon the execution of a grant agreement prescribed by the Department.
(17) All funding commitments to Districts that are not successful in passing their Local GO Bonds will be recommitted to Districts that have successfully passed Local GO Bonds in that election in the following order:

(a) All D~~d~~istricts that received a partial commitment that passed a Local GO Bond will receive funding up to the full award.
(b) All Districts on the First in Time ~~Waiting List~~Waitlist Ranking that passed a Local GO Bond, will receive an award from the uncommitted First in Time funds.
(c) All Districts that received an award from the First in Time ~~Waiting List~~Waitlist Ranking will be removed from the Priority List ~~Waitlist~~Waitlist Ranking.
(d) All Districts remaining on the Priority List ~~Waiting List~~Waitlist Ranking that passed a Local GO Bond will receive any funds remaining from Districts that received a commitment, but failed to pass a Local GO Bond.
(18) Districts will have to reapply each Funding Cycle to receive a commitment for that Funding Cycle. A D~~d~~istrict will not be able to carry forward any commitments made in previous Funding Cycles.
(19) All decisions of the Department regarding the completeness of the application or ranking under either the Priority List or First in Time process are final.
(20) Any funding remaining after all awards have been made for a Funding Cycle shall be moved forward to the next Funding Cycle.
~~(21) After the second November election in a biennium, the Department will take any funds that remain after all commitments and recommitments have been made for the biennium and apply those funds to make commitments to those Ddistricts on the Waiting ListWaitlist Ranking for the final May Funding Cycle.~~
(2~~2~~1) If there are funds that remain available after the last election in a biennium, those funds will be distributed as follows:
(a) Districts with a partial commitment will be funded starting in order from the first election of the biennium;
(b) Districts that applied for the OSCIM Program and passed a Local GO Bond, but did not receive any funds will be funded starting in order from the first election of the biennium.
(22) When a state of emergency is declared pursuant to ORS 401.165 et. seq., the Department shall determine if the emergency will negatively impact a Funding Cycle and may:
(a) Change any application deadlines stated in (3) or OAR 581-027-0023(2) if the emergency interferes with Districts' abilities to submit the required documents by those deadlines; and

(b) Allow Districts to withdraw from the election during the affected Funding Cycle and hold their election during the next Funding Cycle.
(23) If Districts withdraw from the affected Funding Cycle, the Department may:
(a) Transfer funding commitments made to Districts during the affected Funding Cycle to the next Funding Cycle; and
(b) Apply the waitlist ranking of the affected Funding Cycle to the next Funding Cycle.
(24) The transfer of funding commitments and waitlist ranking made during the affected Funding Cycle do not impact or change funding commitments or waitlist ranking for the next Funding Cycle that have already been made by the Department.
(25) A District is considered to have withdrawn from an election when it sends its intention to withdraw from the election in writing to the Department.
(26) If multiple Funding Cycles are affected by the declared state of emergency, the Department shall review each Funding Cycle separately.
Statutory/Other Authority: Sec. 2 & 5, Ch. 783 & OL 2015 (Enrolled SB 447)
Statutes/Other Implemented: Sec. 2, 4 & 5, Ch. 783 & OL 2015 (Enrolled SB 447)
History:
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 30-2016, f. & cert. ef. 4-28-16

581-027-0023

Submission of Facility Assessments and Long-Range Facility Plans ~~and Facility Assessment~~ as part of Oregon School Capital Improvement Matching Program Grant Application

(1) In order to qualify for an OSCIM Program matching grant, ~~-~~Districts must submit a Facility Assessment and Long-Range Facility Plan ~~and Facility Assessment~~ as part of their OSCIM Program application. Failure to submit a Facility Assessment and Long-Range Facility Plan ~~and Facility Assessment~~ will disqualify the District from participation in the OSCIM Program application for that Funding Cycle.
(2) Districts shall submit their Facility Assessment and Long-Range Facility Plan ~~and Facility Assessment~~ as follows:
(a) By the preceding ~~-~~July 1 for the first November Funding Cycle in the biennium;
(b) By the preceding September 1 for the first May Funding Cycle in the biennium;
(c) By the preceding March 1 for the second November Funding Cycle in the biennium; or
(d) By the preceding September 1 for the second May Funding Cycle in the biennium.
(3) The Facility Assessment and Long-Range Facility Plan ~~and Facility Assessment~~ must be submitted electronically to the Department.
(4) The Department will review all Facility Assessment and Long-Range Facility Plan ~~and Facility Assessment~~ submissions to ensure compliance with requirements.
(5) If the Department determines a District's submission does not meet the requirements, the Department will notify the District of the deficiencies.

(6) The Department may agree to an extension of time, but no more than sixty (60) days from the deadline for OSCIM Program application submission, for the District to correct the deficiencies.
(7) If a District fails to make the corrections within the agreed upon time, the Department will cancel the District's application and readjust the pre-election commitments made.
(8) The Facility Assessment must meet the following requirements:
(a) Comply with the standards set forth in OAR 581-027-0035;
(b) Cover buildings that will be included in the OSCIM Program grant application. A District may include Facility Assessments for more buildings than would be improved using OSCIM Program funds; and
(c) Cover a District's current buildings even if the District is applying for the OSCIM Program only for the construction of a new building.
(9~~8~~) The Long-Range Facility Plan must meet the following requirements:
(a) Comply with the standards set forth in OAR 581-027-0040; and
(b) Demonstrate how the new buildings proposed to be built are integrated into the Long-Range Facility Plan.
~~(9) The Facility Assessment must meet the following requirements:~~
~~(a) Comply with the standards set forth in OAR 581-027-0035;~~
~~(b) Cover buildings that will be including in the OSCIM Program grant application. A district may include facility assessments for more buildings than would be improved using OSCIM Program funds;~~
~~(c) Cover a District's current buildings even if the District is applying for the OSCIM Program only for the construction of a new building.~~
(10) Districts are not required to use a Certified ~~Contractor~~ Assessor to complete the Facility Assessment or the Long-Range Facility Plan ~~or the Facility Assessment~~.
(11) A District may use the same Facility Assessment and Long-Range Facility Plan as a basis for an OSCIM Program application for four (4) years from the year in which the plan was completed.
(12) The Department's determination of the adequacy of the Facility Assessment and Long-Range Facility Plan ~~and Facility Assessment~~ is final.
Statutory/Other Authority: ORS 286A.801(8)
Statutes/Other Implemented: ORS 286A.801(2)
History:
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17
581-027-0025
Oregon School Capital Improvement Matching Program Grant Restrictions
(1) A District that receives a State Matching Grant will be ineligible for additional State Matching Grant funds for six (6) years from the year in which the District successfully passed their Local GO Bond.
(2) A District may not use State Matching Grant funds to refinance other general obligation bonds issued by the District.

(3) A District must use State Matching Grant funds for capital costs as defined in ORS 286A.796(3).
(4) A District may use State Matching Grant funds to reimburse the District for capital costs incurred by the District prior to the Funding Cycle in which the District was awarded a grant only if:
(a) The Department approves the use of State Matching Grant funds for such purpose; and
(b) The District complies with all requirements of the OSCIM Program.
(c) The Department's approval or disapproval of the use of State Matching Grant funds is final.
(5) State Matching Grant funds shall be used only to match the proceeds of Local GO Bonds authorized by an election in the same Funding Cycle in which the District applied for State Matching Grant funds.
Statutory/Other Authority: Sec. 2 & 5, Ch. 783 & OL 2015 (Enrolled SB 447)
Statutes/Other Implemented: Sec. 2, 4 & 5, Ch. 783 & OL 2015 (Enrolled SB 447)
History:
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 30-2016, f. & cert. ef. 4-28-16
581-027-0030
Technical Assistance Grant Program Procedures
(1) The Department shall open the application period for the Technical Assistance Grant Program on January 15 of each year and close the application period on February 15 of the same year. If either of those dates falls on a weekend or holiday, the precedingprevious Friday will be the effective date of the opening or closing respectively.
(2) The Department shall establish a separate application for each type of assessment available.
(3) Each District must submit a separate application for each assessment for which it chooses to apply.
(4) All Ddistricts are eligible for each type of assessment.
(5) All applications are due by the date established by the Department. No late applications will be accepted.
(6) The Department shall evaluate each completed application by awarding preference points as established by this rule.
(7) An application will receive one (1) point for each preference that the application meets.
(8) An application will receive a final score that is the total of the application's points.
(9) Applications will be funded from highest to lowest score.
(10) If there is not enough funding to provide a Technical Assistance Grant to all applications that have equal scores, then the Department shall create a lottery to determine which applications will receive a Technical Assistance Grant.
(11) The preference points for the Facility Assessment are:
(a) District has twenty-five percent (25%) or more of its ADMr identified as Students in Poverty;. The number of Students in Poverty shall be same as used in OAR 581-027-0010;

(b) District has under 2,500 ADMr according to the annual reports for the same school year as used to calculate the Priority List under OAR 581-027-0010~~-~~;
(c) District has not conducted a Facility Assessment within ten (10) years or less;
(d) District has not passed a general obligation bond within fifteen (15) years or less;
(e) District's ADMr has changed by ten percent (10%) or more over the last five (5) years based on the latest annual reports submitted to the Department; and
(f) ~~the~~ District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.
(12) The preference points for the Long-Range Facility Plan are:
(a) District has twenty-five percent (25%) or more of its ADMr identified as Students in Poverty~~;. The number of Students in Poverty shall be same as used in OAR 581-027-0010;~~
(b) District has under 2,500 ADMr according to the annual reports for the same school year as used to calculate the Priority List under OAR 581-027-0010;
(c) District has not conducted a Long-Range Facility Plan within ten (10) years or less;
(d) District has not passed a general obligation bond within fifteen (15) years or less;
(e) District's ADMr has changed by ten percent (10%) or more over the last five (5) years based on the latest annual reports submitted to the Department; and
(f) ~~the~~ District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.
(13) The preference points for the Seismic Assessment are:
(a) District has twenty-five percent (25%) or more of its ADMr identified as Students in Poverty~~;. The number of Students in Poverty shall be same as used in OAR 581-027-0010;~~
(b) District has under 2,500 ADMr according to the annual reports for the same school year as used to calculate the Priority List under OAR 581-027-0010;
(c) District has not conducted an assessment for Business Oregon's Seismic Rehabilitation Grant Program~~an Oregon Infrastructure Finance Authority Seismic Rehabilitation Grant~~;
(d) District identifies a number of schools it intends to assess and at least fifty percent (50%) are listed as "High" or "Very High" for collapse potential in the Rapid Visual Survey created by the Department of Geology and Mineral Industries;
(e) District's Mapped Spectral Acceleration for 1-second period (Ss) is greater than 0.6 as calculated by the United States Geological Survey ~~and published on the USGS website for the Ddistrict's central office~~; and
(f) ~~the~~ District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.
(14) The preference points for the Environmental Hazard Assessment are:
(a) District has twenty-five percent (25%) or more of its ADMr identified as Students in Poverty~~;. The number of Students in Poverty shall be same as used in OAR 581-027-0010;~~
(b) District has under 2,500 ADMr according to the annual reports for the same school year as used to calculate the Priority List under OAR 581-027-0010;
(c) ~~District has not conducted radon tests as of 2016 or later~~District has school and administrative buildings that have not been tested for radon, or district has school and

administrative buildings that had testing completed after July 1 of the preceding yearAs of December 31, 2016, the District has not completed radon testing;
(d) District's rRadon risk category level is either "Hhigh" or "Nnot Aassigned" according to information published by the Oregon Health Authority that provides for radon risk levels based on geography;
(e) District has a school that qualifies as a remote small elementary school per ORS 327.077; and
(f) the District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.
(15) A District that is awarded a Technical Assistance Grant must:
(a) Enter into a grant agreement with the Department by the time specified by the Department;
(b) Use a Certified Assessor to perform a Facility Assessment or Long-Range Facility Plan or Facility Assessment;
(c) Provide the Department with an electronic copy of any final reports required by the Technical Assistance Grant; and
(d) Provide the Department with an electronic copy of invoices showing expenses incurred in performing the work for the specific Technical Assistance Grant.
(16) A District must reapply each time a new grant application is announced if a District did not receive a grant in a grant application period.
(17) A Ddistrict may apply to the Technical Assistance Program to reimburse the District for assessments previously completed if:
(a) The previous assessment work was started within one (1) yearsix (6) months of the application period;
(b) The previous assessments meet all requirements set forth for the type of the assessment in these administrative rules; and
(c) The District submits a final copy of the report and all invoices within the required period for a Technical Assistance Program grant.
(18) Districts must submit all final reports and invoices by the date specified by the Department. If a Ddistrict does not meet that deadline, the Department may rescind their grant funds.
(19) A District that receives a Technical Assistance Program grant will be ineligible to reapply for that specific grant for four (4) years from the year the grant was issued.
Statutory/Other Authority: Sec. 2 and 5, Ch. 783 & OL 2015 (Enrolled Senate Bill 447)
Statutes/Other Implemented: Sec. 5, Ch. 783 & OL 2015 (Enrolled Senate Bill 447)
History:
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 32-2018, amend filed 10/19/2018, effective 10/21/2018
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 41-2016, f. & cert. ef. 7-20-16
581-027-0035
Facility Assessment Requirements
(1) Each Facility Assessment shall contain the following information:

~~(a) Building Information~~
(1~~A~~) Name of B~~b~~uilding.~~;~~
(~~B~~2) Building ID Number.~~;~~
(3~~C~~) Physical Address.~~;~~
(4~~D~~) Gross Square Footage.~~;~~
(5~~E~~) Original Construction Date.~~;~~
(6~~F~~) Original Construction Type.~~;~~
(7~~G~~) Additions:
(a~~i~~) Construction Date;
(b~~ii~~) Construction Type;
(c~~iii~~) Construction Square footage; and
(d~~iv~~) Addition Construction Usage.~~;~~
(8~~H~~) Renovations:
(a~~i~~) Construction Date;
(b~~ii~~) Construction Type;
(c~~iii~~) Construction Square F~~f~~ootage; and
(d~~iv~~) Renovation Construction Usage.
~~(b) Infrastructure Assessment~~
(9~~A~~) UNIFORMAT II Infrastructure Assessment: An assessment of each applicable building element as listed in the American Society for Testing and Materials (ASTM) UNIFORMAT II Classification (October 1999) of Building Elements Level 3 that provides the following:
(a~~i~~) ASTM Number;
(b~~ii~~) System Name;
(c~~iii~~) Description of System;
(d~~iv~~) Number of systems or square footage of system in need of repair or want of replacement;
(e~~v~~) Level of repair/replacement needed. The percent of the building affected should be noted to assist in cost estimating; and~~.~~
(f~~vi~~) Notes as to what specifically needs to be done to repair or replace the system.
(10~~B~~) Additional items:
(a~~i~~) A safety and security analysis of the facility that determines if the facility meets current best practices for providing a safe and secure environment;
(b~~ii~~) An ADA assessment and listing of deficiencies;
(c~~iii~~) Assessment of technology infrastructure in the facility including bandwidth, type of internet connection, presence of wireless networks, and other means of providing access to information technology;
(d~~iv~~) Assessment of indoor air quality; and
(e~~v~~) Presence of harmful substances such as lead or asbestos in the facility based on D~~d~~istrict reports.
(11~~c~~) Value Assessment:
(a~~A~~) The current replacement value of the building using cost per square foot standards as determined by the Department and updated annually; and~~.~~

(bB) The Facilities Condition Index of the building as calculated by dividing the total estimated construction costs to completely repair the building by the current replacement value of the building.
(122) All information submitted electronically to the Department on a Department-established template which shall be used by Districts and Certified Assessors. The Department shall establish a template for Districts and their Certified Contractors Assessors to use to collect the information required in (1).
(3) Districts and Certified Contractors Assessors shall use the template established by the Department to provide the final report to the Department in electronic format.
Statutory/Other Authority: Sec. 2 and 5, Ch. 783 & OL 2015 (Enrolled Senate Bill 447)
Statutes/Other Implemented: Sec. 5, Ch. 783 & OL 2015 (Enrolled Senate Bill 447)
History:
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 41-2016, f. & cert. ef. 7-20-16

581-027-0040
Long-Range Facility Plan Requirements
(1) Each Long-Range Facility Plan shall contain the following information:
(211) Population projections by school age group for the next ten (10) years using U.S. Census or Census partner data.
(322) Collaboration with local government planning agencies (city and/or county) that results in:
(a) Identification of suitable school sites if needed; and
(b) Site acquisition schedules and programs.
(
(3) Evidence of community involvement in:
(a) Ddetermining educational vision of local community;
(b) Rreviewing the costs of identified improvements;
(c) Pprioritizing the identified improvements; and
(d) Ddetermining potential sources of funds for the improvements.
43) Evidence of community involvement in determining:
(a) Educational vision of local community; and
(b) Proposals to fund long-range facility needs.
(454) Identification of buildings on historic preservation lists including the National Historic Register, State Historical Preservation Office, and local historic building lists.
(565) Analysis of Ddistrict's current facilities' ability to meet Ddistrict-adopted educational adequacy standards:
(a) Identification of standards adopted by Ddistrict that are used to determine educational adequacy for Ddistrict;
(b) Identification of ability of current facility capacity to meet Ddistrict-adopted educational adequacy standards; and

(c) If current facilities are unable to meet Ddistrict-adopted educational adequacy standards, Ddistrict will then:
(A) Identify deficiencies in current facilities;
(B) Identify changes needed to bring current facilities up to Ddistrict-adopted educational adequacy standards; and
(C) Identify potential alternatives to new construction or major renovation of current facilities to meet Ddistrict-adopted educational adequacy standards.;
~~(676) A description of the plan the Ddistrict will undertake to change its facility facilities to match the projections and needs for the Ddistrict for the next ten (10) years.~~
Statutory/Other Authority: Sec. 2 and 5, Ch. 783 & OL 2015 (Enrolled Senate Bill 447)
Statutes/Other Implemented: Sec. 5, Ch. 783 & OL 2015 (Enrolled Senate Bill 447).
History:
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 41-2016, f. & cert. ef. 7-20-16

581-027-0045
Seismic Assessment Requirements
(~~1)~~ Each Seismic Assessment shall contain the following:
(~~2~~1) Name of Bbuilding.
(~~3~~2) Gross Ssquare Ffootage of Bbuilding.
(~~4~~3) Physical Aaddress.
(~~5~~4) Original Cconstruction Ddate.
(~~6~~5) Original Cconstruction Ttype.
(~~7~~6) Additions:
(a) Construction Date;
(b) Construction Type;
(c) Construction Square Ffootage; and
(d) Construction Usage.
(~~8~~7) Procedures used to determine the building's ability to meet the Basic Performance Objective for Existing Buildings (BPOE) in ASCE 41-17. Specifically:
(a) The building's ability to perform to the Limited Safety Structural Performance Level at the BSE-2E hazard level in ASCE 41-17 if building is categorized as Risk Category III, school buildings, not including areas which may be used as emergency shelters, under OAR 123-051-0600; or
(b) The building's ability to perform to the Life Safety Structural Performance Level at BSE-2E hazard level AND the Immediate Occupancy Structural Performance Level at the BSE-1E hazard level in ASCE 41-17 if building is categorized as Risk Category IV, emergency service buildings and school areas that may be used as emergency shelters, under OAR 123-051-0600.
(~~9~~8) List of deficiencies that need to be corrected to qualify building to meet the Basic Performance Objective for Existing Buildings in aAccordance with ASCE 41-17.
(~~10~~9) List of drawings illustrating schematic rehabilitation tasks to rectify listed deficiencies in accordance with ACSE 41-17 standard.

(~~111~~010) Cost estimate provided by professional with knowledge about the type of work to be done that includes contingencies built into all budget categories.
(~~121~~111) Certification of the final assessment provided by registered Structural Engineer licensed in the State of Oregon.
Statutory/Other Authority: Sec. 2 and 5, Ch. 783 & OL 2015 (Enrolled Senate Bill 447)
Statutes/Other Implemented: Ch. 783, OL 2015 (Enrolled Senate Bill 447) & Sec. 5
History:
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 12-2019, amend filed 04/22/2019, effective 04/22/2019
ODE 42-2018, amend filed 12/10/2018, effective 12/10/2018
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 41-2016, f. & cert. ef. 7-20-16

581-027-0050

~~Contractor~~Assessor Certification Program

(1) The Department shall establish a program whereby entities or individuals can apply to become Certified Assessors for the purposes of the Technical Assistance Grants.
(2) The program shall contain a portion of instruction on the methods to be used by Certified Assessors in performing Facility Assessment and Long-Range Facility Plan work.
(3) The program shall contain a test such that those that pass will become Certified Assessors.
(4) The Department shall post on its website specific information for each time the training program is held.
(5) No entity or individual may become a Certified Assessor unless:
(a) They meet the requirements to apply for the program;
(b) Attend and complete the training for Certified Assessors; and
(c) Pass a written examination at the end of the training program.
Statutory/Other Authority: ORS 286A.801(8)
Statutes/Other Implemented: ORS 286A.801(2)
History:
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 41-2016, f. & cert. ef. 7-20-16

Oregon State Board of Education
Meeting Date: October 15, 2020

AGENDA ITEM: 4.A

SUBJECT: Hardship Grants OAR 581-027-0055 **STAFF NAME & OFFICE**: Michael Elliott and Rick Crager, Office of Finance and Information technology The recent Oregon wildfires have caused damage to many Oregon School Districts. If funds are available to help with this damage, the Hardship Grant is a good vehicle for distributing those funds. Because of this, temporary rules need to be adopted to provide a program to distribute the funds. ☒ New Rule ☐ Amend Existing Rule ☐ Repeal Rule	☐ **First Reading** ☐ **Presentation** ☐ **No Presentation** ☒ **Action** ☒ **Temp Rule** ☐ **Presentation** ☐ **No Presentation**

BACKGROUND

When the Office of School Facilities was created in 2015, four programs were set up: the Oregon School Capital Improvement Matching Program (OSCIM Program), the Technical Assistance Program (TAP) The School Facilities Database, and the Hardship Grants. The Hardship grants were the only program that did not immediately receive funding. Its funding is provided from leftover funds from the State School Fund's facility grant. However, that grant has used all of its funds since 2015. There have been no remaining funds to provide to the Hardship Grant. Because there have not been funds for the Hardship Grant, ODE has not developed a program for distributing funds from the grant.

The wildfires that burned across Oregon this summer have caused damaged to homes of Oregonians across the state. 10% of the state's population was under at least a level 1 evacuation order. Many homes have been completely lost. School districts have also suffered damage as a result of these fires. The good news for now is that only a couple school district buildings have been lost.

Because of the smoke and evacuations and other results of the natural disaster, school districts are going to need to resources to clean up and help their communities rebuild after the losses. If state funds become available, those funds will need to be distributed to districts. Using the Hardship Grant can speed the transfer of funds. In order to be able to use the Hardship Grant, ODE is asking the State Board to approve temporary rules to get the program up and running.

The statutes that created the Hardship grant provide two requirements for the program. The first is that no grant can exceed $500,000 and the second is that grants are to be awarded on a first-come first-served basis. ORS 326.125(1). Other than those two requirements, the statutes provide broad discretion to the state Board in setting up the program. Below is a proposal for the hardship grant.

Eligibility Requirements

A district will be eligible for a hardship grant if it has a qualifying project and it does not have other funds available to pay for the expense. Further the loss to the district must result from a disaster or unforeseen circumstances.

A qualifying project includes remediation or improvement of classroom space. Classroom space is a district facility that is directly and primarily providing instruction to K-12 students. If a school district needs to remediate that space or improve that space to continue classroom instruction that is a qualifying project. Other qualifying projects includes projects related to transporting students to classroom space and the provision of equipment to enable distance learning. Examples of qualifying projects include:

- Replacing a failed boiler in a school
- Replacing a leaky roof
- Replacing a school bus
- Providing additional IT equipment to enable distance learning.
- Cleaning a school facility after natural disaster whether directly affected or used by the community as a shelter

The other eligibility requirement is that the district does not have other funds dedicated to pay for this project. Other funds includes bond funds specifically dedicated to this project and any insurance proceeds that may be provided as a result of the loss. However, a district may submit a hardship grant if the other funds do not cover the complete costs of the project. For example, if a bus is destroyed in an accident, then there will be insurance proceeds available. However, there may be a deductible or other expenses that are the districts responsibility. Expenses that are the responsibility of the district will be eligible for Hardship Grant proceeds.

Distribution Process

Once funding for the Hardship Grant has been determined and become available to spend, ODE would open the application period. Eligible applications would be paid on a first come first served basis. The applications would remain open for a year from the start of the application period, or until all of the available funds had been allocated.

Districts will need to submit an application for the Hardship Grant. The application will require districts to describe their projects in adequate detail, provide a reasonable cost estimate for the project, and confirm that other funds are not available to pay for the project. This confirmation includes providing the scope of insurance proceeds and the gaps in that coverage. Should a district have minor errors in their application, the Department can work with the district for up to 30 days to fix the errors and maintain their current status.

Districts may apply for multiple projects. The maximum of each grant on a district basis is $500,000.00. Once a district receives the maximum amount, the district will be unable to apply for the Hardship Grant for four years. If the Hardship Grant only has enough funds for a partial award, a district may refuse the partial award and still be eligible the next time funds are available.

The funds would be distributed on a reimbursement basis once the district has signed a grant agreement.

Oregon State Board of Education
Meeting Date: October 15, 2020
AGENDA ITEM: 4.A

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before? If so, what action did the board take?

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☒ N/A; first read—hasn't been before board
☐ No; same as last month
☐ Yes – As follows:

POLICY ISSUE OR CONCERNS

The Hardship Grant program proposal has been reviewed by the technical advisory group for the Office of School Facilities. It has also been reviewed by internal stakeholders within ODE. It will go before ODE's Rules Advisory Committee meeting before the October Board of Education. However, that meeting will occur after this board docket is due.

Several concerns were raised during the discussions with the advisory group and internal stakeholders:

- The original proposal limiting the grant to just facility expenses was too narrow. We have addressed this by allowing transportation expenditures and IT equipment to be included.
- The broad definition of facility may encourage districts to support facilities not directly related to learning. We addressed this by limiting the facilities to those facilities directly and primarily for providing K-12 instruction. Instruction includes CTE, PE, and other non-traditional classrooms.
- The original proposal included a matching fund requirement. This could impair districts with very limited funds from accessing the Hardship Grant. The matching requirement was eliminated.
- Could grant funds be used to provide temporary relief for facility losses? Yes, we specifically include temporary measures as eligible expenses.

EQUITY IMPACT ANALYSIS

One of the most significant equity impacts of the Hardship Grant is the requirement that districts be served on a first come first served basis. This statutory requirement means that ODE cannot otherwise prioritize eligible grant applications. A district that may have a higher need for the funds will not get the hardship grant if another district takes the last grant simply because it applied faster than the previous

district. For smaller districts or districts that do not have as much central off staff, they may be hindered by this first come first served requirement.

There are a couple of mitigations to this equity impact. The first is how eligibility is determined. IF a district submits a grant that is ineligible for the program, then the district can't take the grant from another district that has an eligible grant. Limiting the grant to education facilities can focus the grant funds to those districts that need the grant for their classrooms. Rather than other districts that would want the grant for other purposes. While this doesn't eliminate the potential for inequity, it focuses the grant funds to only cover buildings directly impacting student achievement.

The second mitigation is the realization that all districts are facing hardships. Every district has deferred maintenance and facility needs for their students. Every district has facilities that hare hindering students' ability to maximize their learning. So even under a first come first served basis, districts will be helped addressing hardships that are hindering students across Oregon.

FISCAL ANALYSIS

Enacting these temporary rules will not have a fiscal impact on ODE operations. Administering this program can be done with current ODE staff in the School Finance and Facilities Unit.

EFFECT OF A "YES" OR "NO" VOTE

If the Board approves these temporary rules then the Hardship Grant Program will be able to accept any funds available and start awarding grants. If the Board does not approve these rules, then the Hardship Grant will not be able to distribute funds that may become available.

STAFF RECOMMENDATION

☒ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☒ other

ATTACHMENTS

Attachment 1:
OAR 581-027-0055 Hardship Grant Program

(1) The following definitions apply to the Hardship Grant Program:
(a) "Classroom Space" means school district facilities directly and primarily providing instruction to kindergarten through twelfth grade;
(b) "District" means a school district as defined in ORS Chapter 332;
(c) "Estimated Costs" means costs estimated by organizations or individuals who deal with those goods or services in the normal course of their business;
(d) "Hardship Grant" means a grant of no more than $500,000 authorized by ORS 326.125(1);
(e) "Other Funds" means insurance proceeds or local funds specifically dedicated to paying for the expenses of the Project;

(f) "Project" means a specific remediation or improvement of Classroom Space, or obtaining equipment that directly improves Student Learning; and
(g) "Student Learning" means the transportation of student to Classroom Space or the provision of information technology to enable distance learning.
(2) Projects eligible for the Hardship Grant must:
(a) Include an adequate description of the specific Project;
(b) Provide reasonable Estimated Costs of the Project;
(c) Result from of a natural or man-made disaster, or other unforeseen circumstance;
(d) Have expenses not covered by Other Funds; and
(e) Include any temporary provision of Classroom Space as needed.
(3) The Department shall open the applications for the Hardship Grants within 30 days of receiving funding for the program.
(4) Districts shall not submit an application before the Department opens up the application period.
(5) Districts shall submit their applications on a form provided by the Department.
(6) District may submit multiple Projects on one form, provided the total Estimated Costs of the Projects do not exceed $500,000.00.
(7) Districts shall submit their application electronically to the Department.
(8) The Department shall record the date and time the application was submitted.
(9) The Department shall determine whether an application is eligible for the Hardship Grant within 30 days.
(10) If the Department determines an application is ineligible, the Department shall notify a District and the District may resubmit the application within the 30 day review period and maintain their order of first submission.
(11) If after 30 days the application is still ineligible the Department shall deny the application.
(12) The Department's determination of eligibility is final.
(13) The Department shall award Hardship Grant funds based on the order in which eligible applications were received.
(14) The Department shall award all funds available in the Hardship Grant.
(15) If there are not enough funds to award a full grant to the last eligible District, the District may choose to accept a partial award or reject the partial award.
(16) If a District rejects a partial award, the funds will be provided to the next eligible application in the order they were received.
(17) If a District receives a Hardship Grant for less than $500,000.00, a District may submit additional projects for additional Hardship Grants up to the maximum of $500,000.00.
(18) The amount of Hardship Grant awarded to a district based on the Estimated Costs, is the final amount available to the District. If the costs of the Project exceed the Estimated Costs, then the District is responsible for those additional costs.
(19) A District that receives a Hardship Grant must complete a grant agreement provided by the Department.

(20) The district must sign the grant agreement within 60 days of receiving the agreement from the Department.
(21) Failure to sign within 60 days may forfeit the District's Hardship Grant.
(22) The Department shall reimburse actual costs of an eligible Project up to the amount awarded.
(23) If actual costs do not equal amount awarded, the remaining funds will be distributed in the next round of applications.
(24) Once a District receives the maximum Hardship Grant amount of $500,000.00, a District is ineligible to reapply for the Hardship Grant for 4 years.

Oregon State Board of Education
MEETING DATE: October 16, 2020

AGENDA ITEM: 4B

SUBJECT: OAR 581-017-0711 Competitive Farm to School Program Procurement Grant **STAFF NAME & OFFICE**: Rick Sherman, Child Nutrition Program The current language does not allow ODE to reallocate unspent funds. This amended language mirrors statute by ensuring grant funds will be spent. The purpose of these grant funds is for grantees to be reimbursed for Oregon grown or processed foods. Updated version with very small rule change under eligible entities: **Old version:** (b) ***have spent*** all of its initial noncompetitive Oregon Farm-to-School Program Procurement grant award **New Version**: (b) ***have a zero balance*** all of its initial noncompetitive Oregon Farm-to-School Program Procurement grant award ☐ New Rule ☒ Amend Existing Rule ☐ Repeal Rule	☐ **First Reading** ☐ **Presentation** ☐ **No Presentation** ☒ **Action** ☐ **Temp Rule** ☐ **Presentation** ☐ **No Presentation**

BACKGROUND

Include the following points for new OARs, OAR updates or changes.

1. History:
    a. What prompted the rule (why do we have it?) State law? Federal law? Incident? Why are changes/amendments being proposed? The Oregon Farm to School Competitive Procurement Grant enables ODE to reallocate unspent funds from grantees of the noncompetitve grant.
    b. What is the current requirement in rule or statute? The current language does not allow ODE to reallocate unspent funds.
    c. Why is this rule being brought forward right now? The updated language will enable ODE to ensure that all funds will be spent.
2. Purpose
    a. What function does the current rule hold? The current language does not allow ODE to reallocate unspent funds.
    b. How long has the rule been in place? The updated language will enable ODE to ensure that all funds will be spent.
3. Does the board have any areas of discretion or is this strictly mirroring statute?
    a. If the board does have discretion, those areas should be called out here or in the next section. This amended language mirrors statute by ensuring grant funds will be spent.

The purpose of these grant funds is for grantees to purchase locally grown or processed foods.

4. Stakeholder voice/input (individual and collective i.e., groups)
    a. Who was involved in bringing this to the Board? A large group of stakeholders with the Oregon Farm to School & School Garden Network have been involved in this from the start of this grant process.
    b. What did engagement in this process entail? We had an initial group meeting at the start of this process, and numerous follow up meetings with Network leadership over subsequent months.
    c. Who may be affected by this? Approximately 400 grantees that receive the ODE Farm to School Procurement grant.
    d. Whose voice is missing? None.
    e. What additional information does the Board need prior to moving forward?

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before? If so, what action did the board take? The Oregon Farm to School Grant has been before the board in the form of non-competitive grant funds that are available to all school districts (which have been adopted by the Board), but no rule has been established to allow us to reallocate funds.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☒ N/A; first read—hasn't been before board
☐ No; same as last month
☐ Yes – As follows:

POLICY ISSUE OR CONCERNS

These policy issues or concerns could be from the field, stakeholder groups, statements submitted during the comment period, or discussions among ODE staff. Consider the following questions:

1. Stakeholders
    a. Stakeholders have been involved in the decision making process. ODE held multiple sessions with the Oregon Farm to School and School Garden Network to provide feedback.
    b. The historically underserved groups affected by this grant are low income communities across Oregon. The positive thing about this grant is that it's available to all schools.
    c. ODE has been invited to talk to Native American workgroups for this grant as well as the Farm to School Education Grant by the ODE tribal liaisons.
    d. No modifications or enhancements of the rule change is necessary due to the availability of the farm to school grant by all Oregon schools.

2. Negative/Positive Effects
    a. The positive impact on the schools is that they will continue to offset costs associated with the purchase of food for their child nutrition programs, especially now with massive costs associated with COVID. Secondary positive impact is that Oregon farmers, ranchers and producers will benefit by schools purchasing food from them, rather than food from other states.
    b. What possible opportunities, assets or access could this rule provide? Schools will continue to offset costs as described above.
    c. What is the impact on eliminating the opportunity or achievement gap? Studies have shown that a well-fed student is ready to learn.
    d. Have all the potential unintended consequences been considered? If the rule is not passed, school districts will continue to subsidize an already cash-strapped situation due to COVID.
    e. Does this rule advance the ESSA goals? Yes, students can't learn on an empty stomach.
3. What are the barriers to more equitable outcomes, either:
    a. State or federally mandated? Legislative cuts have diminished the return on this grant.
    b. Political? n/a
    c. Emotional? n/a
    d. Financial? n/a
    e. Programmatic? n/a
    f. Language? n/a
    g. Geography? n/a
    h. Size? n/a

EQUITY IMPACT ANALYSIS

The following questions are designed to examine how the proposed rule, policy or action systematically affect historically underserved students and/or communities.

1. How are historically underserved populations impacted by this docket item? We discussed this issue at length with the Network during our discussion process. The end result as per the DOJ was that this grant is available to all sponsors.
    a. Demonstrate how the rule changes, policy, or action could produce other unintended consequences not listed in the docket. If not passed, funds that are unspent will not be reallocated to those who could use the funds, and will be returned to the General Fund.
    b. Refer to *Policy Issue or Concerns* and identify the historically underserved populations affected. Conduct a reflection and examination, which will and should answer 1a.

2. Examine the impact of the rule changes, policy, or action on historically underserved populations in Oregon. Describe this ongoing and/or foreseeable impact, using as much detail as possible. Funds will be accessible to all who apply on a first-come first served basis until exhausted

3. Explain how the rule change, policy or action works toward improving achievement, opportunities and a sense of worthiness for underserved students? All Oregon students who attend schools that serve Child Nutrition Program meals would have access to Oregon food and any subsequent marketing or educational programming associated with these food items.

FISCAL ANALYSIS

What is the fiscal impact of the proposed rule changes to the Department of Education, school districts, education service districts or schools? Use the following suggestions as a guide:

1. How does the proposed rule fit within the budget of the agency? This rule would have no adverse effect on ODE staffing.
    a. Which units/divisions/offices will be impacted and how? The Child Nutrition Programs - Farm to School team would manage this grant. There will be no adverse effect on them.
2. How does the proposed rule change impact school districts and ESDs? School Districts and ESD's that participate in this grant will positively impact their bottom line by offsetting food costs associated with their program.
3. How does the proposed rule change impact schools and other educational institutions? School children would continue to be able to eat nutritious, local Oregon food, while subsequently learn about local food served from their community.
4. Does the proposed rule change impact other stakeholders? Yes, positively. Oregon farmers, ranchers and producers would continue to benefit as well.

EFFECT OF A "YES" OR "NO" VOTE

A "YES" vote will enable ODE to manage the farm to school grant by reallocating unspent funds to other school districts who can utilize the funds. A "NO" vote will mean that we can't follow the statute that ensures grant funds will be spent.

STAFF RECOMMENDATION

☒ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Attachment 1:

REVIEWED BY: EN and JW ~~8~~ 09-09-2020

OAR 581-017-0711 - Competitive Oregon Farm-to-School Program Procurement Grant: Definitions

(1) As used in this section:

(a) "Food processed in the State of Oregon" includes foods that were baked, frozen, ground, canned, or milled in the State of Oregon.

(b) "Food produced in the State of Oregon" includes but is not limited to foods that were grown, caught, harvested, or raised in the State of Oregon.

(c) "Minimally processed" means that the food product was processed in a manner that does not fundamentally alter the product and the product retains its inherent character. The term includes, but is not limited to, butchering livestock and poultry, cleaning fish, dicing meats, slicing produce, forming ground food products into patties, grinding meats, drying or dehydrating food products, and washing produce.

(d) "Provider of center-based programs for children" means a child care center certified by the Office of Child Care, a Head Start center, an Oregon prekindergarten program, a school district, or an education service district that both provides non-residential child care services to enrolled children and participates in the federal Child and Adult Care Food Program.

(e) "Public charter school" means a public charter school means an elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between a sponsor and an applicant and operating pursuant to ORS 338.

(f) "Service institution" means a public or private nonprofit school, a public or private nonprofit residential summer camp, or other program sponsor that participates in the federal Summer Food Service Program.

(g)"School district" means an Oregon common school district, joint school district, or union high school district.

Stat Auth: ORS 336.431

Stat implement: ORS 336.431

OAR 581-017-0714 - Competitive Oregon Farm-to-School Program Procurement Grant: Establishment

(1) The purpose of the competitive Oregon Farm-to-School Program procurement grant is to encourage and sustain successful efforts by eligible entities to purchase or promote foods that were:

(a) Produced in the State of Oregon;

(b) More than minimally processed in the State of Oregon; or

(c) Both produced and processed in the State of Oregon.

Stat Auth: ORS 336.431

Stat implement: ORS 336.431

OAR 581-017-0717 - Competitive Oregon Farm-to-School Program Procurement Grant: Eligibility

(1) The following entities are eligible for this grant:

(a) School district,

(b) Public charter school,

(c) A provider of center-based programs for children in the Child and Adult Care Food Program, or

(d) An entity that provides meals through the Summer Food Service Program

(2) All eligible entities shall:

(a) Be the recipient of a noncompetitive Oregon Farm-to-School Program procurement grant; and

(b) Have a zero balance of its initial noncompetitive Oregon Farm-to-School Program procurement grant award.

(3)(a) Eligible entities must submit their grant applications on the most current form prescribed by the Oregon Department of Education. The department shall publish the current request for applications form on the department's website.

(b) If an eligible entity that has applied for a competitive Oregon Farm-to-School Program procurement grant is unable to provide the information requested in the application form, then the grant applicant must provide an explanation why the information cannot be provided. Grant applicants may submit additional information that will aid the department in evaluating their grant applications.

Stat Auth: ORS 336.431

Stat implement: ORS 336.431

OAR 581-017-0720 – Competitive Oregon Farm-to-School Program Procurement Grant: Criteria

(1) The Oregon Department of Education shall establish a request for applications solicitation and approval process to be conducted each biennium for which competitive Oregon Farm-to-School Program procurement grant funds are available.

(2)(a) Competitive Oregon Farm-to-School Program procurement grants will be awarded to those eligible entities whose grant proposals are judged by the department as best addressing the applicable evaluation criteria.

(b) The Oregon Department of Education may grant a preference to applications which address how the applicant will implement or contribute to a successful Farm-to-School operation as determined by the department. Factors that may be considered include whether the applicant has proposed:

(A) Increasing purchases of foods produced or processed in the State of Oregon;

(B) Purchasing foods produced or processed in the State of Oregon by a federally recognized Indian tribe or Native American-owned business;

(C) Implementing a plan for incorporating culturally relevant foods produced or processed in the State of Oregon into its menu;

(D) Purchasing foods produced or processed in the State of Oregon by producers or processors that have been certified in a specific production or management practice, such as fair trade, sustainability, or animal welfare; or

(E) Developing new commercial relationships with producers or processors of foods produced or processed in the State of Oregon that have been certified as disadvantaged business enterprises, minority-owned businesses, woman-owned businesses, businesses owned by a service-disabled veteran, or emerging small businesses under ORS 200.005.

Stat Auth: ORS 336.431

Stat implement: ORS 336.431

OAR 581-017-0723 - Competitive Oregon Farm-to-School Program Procurement Grant: Funding

(1)The Oregon Department of Education will award competitive Oregon Farm-to-School Program procurement grants for each biennium. If funding is available, additional competitive grants will be awarded in subsequent biennia.

(2) An eligible entity which receives a competitive Oregon Farm-to-School Program procurement grant:

(a) May use the grant to supplant purchases of food produced or processed in the State of Oregon that the eligible entity had regularly purchased prior to the date it first received a noncompetitive Oregon Farm to School Program procurement grant if either the food produced or processed, or the food components of that food, were:

(A) Produced in the State of Oregon;

(B) More than minimally processed in the State of Oregon; or

(C) Both produced and processed in the State of Oregon.

(b) May reserve up to twenty-five percent of the total amount awarded for all reasonable costs incurred:

(A) Growing, harvesting, processing, packaging, sourcing, or transporting food produced or processed in the State of Oregon, including but not limited to purchasing supplies, labor costs, and mileage; and

(B) Developing or sustaining successful efforts to purchase or promote foods produced or processed in the State of Oregon.

(c) May not use more than ten percent of their total award for any direct administrative costs, including administrative labor and supplies.

(d) May not charge indirect costs to their grant award.

(3) The purchase of certain foods produced or processed in the State of Oregon may not be supplanted with grant funds. The Oregon Department of Education shall develop and publish a list of those foods. Recipients of a competitive Oregon Farm-to-School Program procurement grant may not use their grants to supplant purchases of foods produced or processed in the State of Oregon that are included on the current list of ineligible foods published by the department.

(4) Recipients of a competitive Oregon Farm-to-School Program procurement grant must deposit the grant funds they receive in an account that is separate from their nonprofit food service account, or assign those funds a separate account or index number.

(5) The Oregon Department of Education may reallocate competitive Oregon Farm-to-School procurement grant funds to other eligible entities if grant funds either remain after awards are made or become unobligated, or if a grant recipient is not making adequate progress towards spending all of its grant award during the biennium in which the award was made.

(6) Grant funds awarded for use in one biennium may not be carried over to the following biennium, and will revert to the Oregon Department of Education at the end of the biennium, unless otherwise determined by the department.

Stat Auth: ORS 336.431

Stat implement: ORS 336.431

OAR 581-017-0726 - Competitive Oregon Farm-to-School Program Procurement Grant: Reporting

(1)(a) The Oregon Department of Education shall publish performance measures for recipients of a competitive Oregon Farm to School Program procurement grant in the request for applications and any related guidance documents produced by the department.

(b) The department shall provide grant recipients with a template for an interim and final grant report. To receive the final disbursement of grant funds, grant recipients must submit both a completed interim and final grant report to the department.

Stat Auth: ORS 336.431

Stat implement: ORS 336.431

Oregon State Board of Education
October 15, 2020

AGENDA ITEM: 4.C

SUBJECT: Black Lives Matter Resolution **STAFF NAME & OFFICE**: Carmen Xiomara Urbina, Deputy Director This resolution is a statement of support for "Black Lives Matter" and comes as educators and students display symbols of racial justice and equality in education settings. The resolution renews the Board's commitment to anti-racism, equity, and access to education as a core value. It also urges Oregon school districts, public charter schools, and education service districts to take certain actions to support Black students, educators, and community members.	☒ **Informational Presentation** ☐ **Written Report**

BACKGROUND

Over the last several months, following the killings of George Floyd, Breonna Taylor, Ahmaud Arbery, and other Black Americans, the United States has seen a siginificant rise in protest and expression of support for racial justice and equality. Students and educators across Oregon are making statements of racial justice, including "Black Lives Matter" language and symbols, in education settings, both physical and virtual. This has been met with some controversy, as some educators have faced public harassment for showing support for "Black Lives Matter."

Additionally, the Board's passage of the "All Students Belong" rule prohibiting symbols of hate triggered a significant increase in questions about the issue of "Black Lives Matter" language and symbols being displayed by teachers and students. Education membership organizations have received questions from their membership about how state rules and policies may impact such language and symbols.

This resolution is a statement from the Board affirming that the statement "Black Lives Matter" is aligned with the values of the Board. The Board has full discretion over the content, timing, and approval of the resolution. The resolution cites information from state and federal policy that relates to the use of "Black Lives Matter" language and symbols.

Oregon Department of Education (ODE) staff has held conversations with key education partners on "Black Lives Matter" for the purpose of releasing a joint letter to complement the Board's resolution and demonstrate unified support from education organizations. These organizations include the Coalition of Oregon School Administrators (COSA), the Oregon Education Association (OEA), the Oregon School Boards Association (OSBA), the Oregon School Employees Association (OSEA), the Oregon School Activities Association (OSAA), the Oregon Association of Education Service Districts (OAESD), and the Oregon Association of Student Councils (OASC). ODE staff has intentionally sought input from key partner groups and individuals representative of Oregon's diversity. Engagement for this process included several group meetings and discussions, iterative feedback provided by partners groups, and individual follow up conversations.

Oregon State Board of Education
October 15, 2020
AGENDA ITEM: 4.C

SUMMARY OF PREVIOUS BOARD ACTION

This resolution has never been before the Board.

POLICY ISSUE OR CONCERNS

ODE has worked together on a joint letter from all the education partner groups listed above on a joint letter regarding Black Lives Matter, with similar sentiments to this resolution. Those groups represent the roles most impacted by this statement, including teachers, school employees, administrators, school boards, and students. Additionally, COSA and OSBA both have internal leadership bodies for leaders of color in their organizations; leaders from both the COSA Equity Board and OSBA School Board Members of Color Caucus provided input and feedback on the joint letter.

The passage of the resolution may be a catalyst for conversation in local settings on issues of race. In anticipation of such conversations, ODE has released additional resources for school districts on the All Students Belong initiative page, including a training for having challenging conversations.

EQUITY IMPACT ANALYSIS

This resolution was crafted to support Black educators, students, and community members by publicly affirming “Black Lives Matter.” The resolution may also impact other communities of color, including Indigenous, Native American, and tribal communities. The goal of the resolution is provide affirmation and support for the value of Black students, educators, and community members.

FISCAL ANALYSIS

There are no anticipated fiscal implications for the passage of this resolution.

ATTACHMENTS

Attachment 1: Black Lives Matter Resolution Draft

Black Lives Matter Resolution

October 15, 2020

WHEREAS, Black Lives Matter; and

WHEREAS, the Oregon State Board of Education is charged by students to continue the real work of repairing the damage of racial injustice, brutality, and hatred by bringing messages of understanding, love, and belonging more fully to our schools throughout Oregon; and

WHEREAS, the State Board of Education's mission is to provide leadership and vision for Oregon's schools and districts by enacting equitable policies and promoting educational practices that lead directly to the educational and life success of all Oregon PK -12 students; and

WHEREAS, the State Board of Education promotes nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, gender identity or expression, national original, marital status, age or disability; and

WHEREAS, public schools and school districts in Oregon are subject to all federal and state laws and constitutional provisions prohibiting discrimination; and

WHEREAS, the State Board of Education is committed to ensuring in words and actions that every student has access to the resources and supports they need to thrive in school; and

WHEREAS, Oregon state law requires school districts to provide a free appropriate education to all children between the ages of 5 and 19 who reside within the district (ORS 339.115); and

WHEREAS, the State Board of Education has directed all Oregon school districts, public charter schools, and education service districts review and, where necessary, strengthen relevant policies, procedures, and practices, including those related to addressing racial bias incidents, with attention to non-punitive, remedial approaches (OAR 581-022-2312); and

WHEREAS, the U.S. Office of Special Counsel issued an advisory opinion that it is not a violation of the Hatch Act for federal employees to show support for the Black Lives Matter movement and the Black Lives Matter Global Network while on duty, including wearing or displaying materials related to the cause, because they address issues such as racism, which are not inherently aligned with a single political party and do not meet any criteria for a "partisan political group”; and

WHEREAS, we strongly support the declaration that “Black Lives Matter” in the findings sections of several bills enrolled by Oregon’s bipartisan Legislature (HB 4203, HB 4205, HB4207); and

WHEREAS, we acknowledge that throughout Oregon's history, institutional and structural racism have caused division and fear for our communities, and that we share in the responsibility to respond to these circumstances on behalf of all Oregon school districts, educational professionals, students and families;

WHEREAS, we acknowledge that the authors of Oregon's constitution declared that no Black people could reside in the state or hold real estate, a law that wasn't repealed until 1926; and that racist language in the state constitution wasn't removed until 2002, all of these causing lasting negative consequences for Black communities; and

WHEREAS, we acknowledge that across the U.S. Black students are more heavily disciplined and referred to law enforcement than White students, as well as other critical inequalities that schools will continue to perpetuate without proactive implementation of anti-racist policy and practice (EdWeek, 2017); and

WHEREAS, an undeniable series of tragic events and crises have unfolded in Oregon and around the U.S., including the COVID-19 pandemic, wildfires, and violence driven by systemic racism that have stacked harm upon harm against Black, Indigenous, Native American, people of color, tribal communities, and tribal governments; and

WHEREAS, we cannot legislate away racism but we can help bring it to light; and

WHEREAS, in believing that silence and inaction allow racism to remain prevalent in our schools, we declare that "Black Lives Matter" in order to reinforce that the lives of Black educators, staff, students, and everyone in school communities are just as valuable as anyone else's life; and that Black students matter and belong in our classrooms, just like all other students;

THEREFORE BE IT RESOLVED that the Oregon State Board of Education:

(1) Renews its commitment to anti-racism, equity, and access to education as a core value, manifested by a steadfast commitment to creating a welcoming environment for all students and families and direction of the supports and resources needed to eliminate barriers and promote student success; and

(2) Urgently requests that all Oregon school districts, public charter schools, and education service districts affirm that "Black Lives Matter" by striving to make space in classrooms and within the school community for dialogue and support for issues of race and equity; and

(3) Urgently requests that Oregon school districts, public charter schools, and education service districts support educators and others who are making a special effort to let Black students and families know that they belong and are valued members of the school community; and

(4) Urgently requests that Oregon school districts, public charter schools, and education service districts communicate to students, families, employees, and their communities their policies and

practices and their commitment to providing all students with a high quality public education regardless of race; and

(5) Urgently requests that Oregon school districts, public charter schools, and education service districts consult with local and state community partners to develop, implement, and/or strengthen comprehensive networks of support for students and families who are experiencing increased harassment, violence, bullying, or hatred based on race; and

(6) Urgently requests that Oregon school districts, public charter schools, and education service districts validate that “Black Lives Matter” through resolutions consistent with this Resolution; and

(7) Commits to supporting efforts by the Oregon Department of Education, Oregon school districts, public charter schools, charter schools, education service districts, and educational leaders to create and nurture an inclusive and welcoming environment for all students, families, and employees in which All Students Belong.

Oregon State Board of Education
MEETING DATE: October 15, 2020

AGENDA ITEM: 6.A

SUBJECT: Administrative rules to implement Executive Order 20-29 and the Ready Schools Safe Learners Guidance: OAR 581-022-0104; OAR 581-023-0006; and 581-023-0040 **STAFF NAME & OFFICE**: Colt Gill, Emily Nazarov, and Jeremy Wartz, Director's Office and Dan Farley, Office of Teaching, Learning, and Assessment ☒ New Rule ☒ Amend Existing Rule ☐ Repeal Rule	☒ **First Reading** ☒ **Presentation** ☐ **No Presentation** ☐ **Action** ☐ **Temp Rule** ☐ **Presentation** ☐ **No Presentation**

BACKGROUND

Executive Order 20-29

On June 24, 2020, Governor Brown issued Executive Order 20-29: READY SCHOOLS, SAFE LEARNERS: K-12 INSTRUCTIONAL ACTIVITIES AND THE PROVISION OF SCHOOL BASED SERVICES DURING 2020-20201 ACADEMIC YEAR IN THE FACE OF THE ONGOING CORONAVIRUS (COVID-19) OUTBREAK.

The order directs the Oregon Department of Education and the Oregon Health Authority to publish guidance relating to the conduct of in-person instructional activities at public schools and private schools. The order also directs the State Board of Education, in collaboration with the Department, to "engage in any temporary rulemaking necessary to facilitate the directives in [E.O. 20-29], and the ability of public schools to respond to the ongoing emergency."

Guidance

In order to implement E.O 20-29 and assist public schools in responding to this emergency, the Oregon Department of Education and the Oregon Health Authority have issued the **Ready Schools, Safe Learners Guidance for School Year 2020-21 (RSSL)**. The RSSL guidance 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.

Proposed Rulemaking

In September, the Board adopted temporary rules.

To fully implement the above guidance, the Department is asking the State Board to adopt the following permanent rules:

- 581-022-0104 State Standards for the 2020-21 School Year

- 581-023-0006 Student Accounting Records and State Reporting
- 581-023-0040 Approved Transportation Costs for Payments from the State School Fund

Stakeholder Engagement

The RSSL guidance was first released on June 10. At that time, ODE stated that the guidance was designed to be responsive to ongoing educator and community input and would be updated in the months ahead. ODE has received input from more than 15,000 Oregonians, and that input has informed each iteration of the RSSL guidance.

The proposed temporary rules were shared with the Standing Rules Advisory Committee on September 10 as an informational item. Staff will present the proposed rules again to the Standing Rules Advisory Committee, and take more substantive feedback, during the permanent rulemaking process.

SUMMARY OF PREVIOUS BOARD ACTION

The is the first time the proposed rules have been considered by the Board.

HAVE THE RULES CHANGED SINCE LAST BOARD MEETING?

☒ N/A; first read—hasn't been before board
☐ No; same as last month
☐ Yes – As follows:

POLICY ISSUES

581-022-0104 State Standards for the 2020-21 School Year

This proposed rule is necessary to implement the RSSL guidance and to provide flexibility for school districts in comprehensive distance learning.

The rule specifies that for the 2020-21 school year, all division 22 standards are in effect unless waived by this rule. The following standards are waived for 2020-21:

- All personalized learning requirements for the diploma and modified diploma. Personalized learning requirements include Career Related Learning Experiences, Extended Application, and Education Plan and Profile.
- Essential Skills graduation requirements and local performance assessment requirements for grades 3 – 8 and high school.
- Vision and hearing screening requirements. ODE strongly recommends school districts conduct vision and hearing screenings when safety procedures can be maintained.

- Physical education minutes per week. Districts and charter schools must still ensure that each public school student in kindergarten through grade eight will receive physical education throughout the entire school year.

In addition, the rule waives the requirement established in ORS 329.488 that school districts must make a nationally-normed college entrance practice assessment available to all students in grade 10 who are enrolled in a public school for the 2020-21 school year. ORS 239.488 Section (4)(a) grants the State Board of Education rulemaking authority to waive the assessment for specific groups of students. ODE proposes to waive this assessment for students in grade 10 who are enrolled in a public school during the 2020-21 school year.

The rule creates one new standard. School districts and public charter schools must comply with the RSSL Guidance issued by the Oregon Department of Education.

Finally, the rule makes a modification to the instructional time rule. For the 2020-21 school year, school districts and public charter schools may include in the calculation of required instructional time up to an additional 60 hours for staff professional development and up to an additional 60 hours for parent teacher communication to facilitate student learning, including parent teacher conferences, training, and support for distance learning. This allowance is in addition to the 30 hours allowed under OAR 581-022-2320(6)(c)and (d), respectively.

581-023-0006 Student Accounting Records and State Reporting

This proposed rule is necessary to implement the RSSL guidance and to provide flexibility for school districts in comprehensive distance learning.

Under current law, school districts are required to place students on the inactive roll after 10 consecutive school days absent. The district may place students back on the active role when they return to school.

For the 2020-21 school year, ODE recommends suspending the “10-day drop” with the expectation that a student will only be disenrolled 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 the current school 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.

581-023-0040 Approved Transportation Costs for Payments from the State School Fund

- Nutrition grants

This summer in an effort to support our Summer Food Service Program (SFSP) and Seamless Summer Option (SSO) sponsors in ensuring they are able to deliver meals to children, ODE created transportation grants with authority from ORS 327.527. The purpose of the mini-grants is to help with the transportation costs in delivering meals. ODE is also considering providing grants under ORS 327.540 through the At-Risk Afterschool meals and snacks program to cover transportation costs.

Governor Brown's Executive Order 20-29 allows public schools to utilize transportation grant funds for school year 2020-2021, which is effective July 1, 2020. What this means is public schools, beginning July 1 may use transportation grant funds in transporting meals. Under the rules governing the Transportation Grant in the State School Fund, if a district receives revenues specifically for transportation the district must deduct that amount from the amount claimed for reimbursement from the Transportation Grant.

The proposed revision will ensure that the funds sponsors received from the ODE grants under 327.527 and 327.540 will not reduce the amount available to districts from the Transportation Grant fund.

- Bus drivers

With the start of the 2020-21 school year, virtually all of the public school districts and schools in the state will be using Comprehensive Distance Learning (CDL) to administer education services to their students. In some instances, this delivery model may last only a couple of months, but in other instances this setting could last most of the school year, perhaps longer, with nobody knowing exactly when in-person instruction will return.

With the majority of education being delivered in a virtual setting under CDL, the role and need for the bus driver has changed for most of the state. With bus drivers already being very difficult to hire prior to COVID-19, there is concern with maintaining an adequate level of experienced bus drivers for the time when more students will need to be transported.

This rule will allow school districts to charge costs of bus drivers to the Transportation Grant (Grant) in the State School Fund for the 2020-21 school year, where some costs would not typically be included for reimbursement from the Grant. E.g., drivers may be asked to clean facilities, maintain grounds, help with CDL, and potentially other areas where there is a need for help. This type of work would typically not be included and charged to the Grant.

The Grant has a long-standing history and precedent establishing the difference between pupil transportation and non-pupil transportation costs. This temporary rule will allow school districts to retain bus drivers for the time when they will be needed and at the same time continue the precedents and clarity of what is considered a pupil transportation cost.

Oregon State Board of Education
MEETING DATE: October 15, 2020

AGENDA ITEM: 6.A

EQUITY IMPACT ANALYSIS

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.

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.

FISCAL ANALYSIS

The ongoing coronavirus outbreak does have a fiscal impact for the Department, schools districts, education service districts, and public charter schools. The Department is doing what it can, through guidance and rule amendments, to mitigate that impact where possible.

STAFF RECOMMENDATION

☐ Approve ☒ Approve next month ☐ No recommendation at this time
Prompted by: ☒ State law changes ☐ Federal law changes ☒ other

Oregon State Board of Education
MEETING DATE: October 15, 2020
AGENDA ITEM: 6.A

ATTACHMENTS

Attachment 1: 581-022-0104 State Standards for the 2020-21 School Year (draft dated 10-12-2020)

Attachment 2: 581-023-0006 Student Accounting Records and State Reporting (draft dated 9-7-2020)

Attachment 3: 581-023-0040 Approved Transportation Costs for Payments from the State School Fund (draft dated 9-11-2020)

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

State Board Presentation - Assessment Topics

October 15, 2020

Dan Farley, Director of Assessment

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Assessment Waivers Discussion

- Nationally-normed college entrance practice assessment (ORS 329.488)

- Essential Skills and Local Performance Assessment Requirements (OAR 581-022-2115)

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Assessment Waivers - Rules

ORS 329.488

- ODE must contract with a non-profit entity to administer a nationally normed assessment to all students in grade 10 who are enrolled in a public school
- The purpose of the assessment is to predict success on, and provide practice for taking, college entrance exams
- Provides results that can be used by Oregon's higher education institutions to recruit students to attend college
- Some districts were eligible to "grandfather" other assessments into this role
- ODE reimburses districts for related expenses

The department may, under rules adopted by the State Board of Education, waive the assessment for specific groups of students

581-022-2115

- **Essential Skills**
  - Students must demonstrate proficiency in reading, writing, and mathematics in order to graduate
  - This can be done using the following modes:
    - Statewide summative assessment
    - Other standardized assessment
    - Work samples
    - Local assessment option
- **Local Performance Assessment**
  - Students in grades 3-8 and high school must be administered performance assessments in writing, speaking, mathematical problem solving, and scientific inquiry
  - Scored using official state scoring guides
  - ODE's work samples may be used to meet both Essential Skills and local performance assessment requirements

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Assessment Waivers - Timeline

Nationally-normed college entrance practice examination

- ORS 329.488 was put in place in 2007
- Current contract with the College Board to administer the NMSQT/PSAT ended on June 30, 2020
- Procurement rules do not allow for ODE to renew the contract; therefore, the ODE must publish a Request for Proposals to select a vendor

Essential Skills and Local Performance Assessment

- 581-022-2115 was established in 2009
- Essential Skills requirements were waived for last year's seniors and juniors due to the suspension of statewide summative assessments
- Local performance assessments remained in place

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Assessment Waivers - Updates/Changes

- ODE proposes to waive the nationally normed college entrance practice examination for students who are in grade 10 for 2020-21
- ODE proposes to waive all Essential Skills graduation and Local Performance Assessment requirements for 2020-21

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Assessment Waivers - Fiscal Impact

- Waiving the nationally-normed college entrance practice examination cost is ~$425,000 per year, which would result in savings
- Waiving the Essential Skills and Local Performance Assessment requirements will result in substantial savings in terms of state and district human resources, as well as saving instructional time.

581-022-0104

State Standards for the 2020-21 School Year

(1) **Applicability.**

(a) This rule sets forth the state standards for the 2020-20201 school year.

(b) The definitions set forth in OAR 581-022-0102, 581-022-2010(1), 581-022-2015(1), and 581-022-2020(1) apply to this rule.

(2) **State Standards for the 2020-21 School Year**. All Division 22 standards are in effect for the 2020-21 school year except as specifically waived or modified by this rule.

(3) **Waivers.** The following standards are waived for the 2020-21 school year:

(a) **Diploma**. School districts and public charter schools must comply with all requirements set out in OAR 581-022-2000 except sections (7), (8), (9), (10), and (11).

(b) **Modified Diploma**. School districts and public charter schools must comply with all requirements set out in OAR 581-022-2010 except sections (9) and (12).

(c) Essential Skills and Local Performance Assessments. The Essential Skills graduation requirement and local performance assessment requirement for grades 3 - 8 and high school set out in OAR 581-022-2115 are waived.

(dc) **Health Services.** School districts and public charter schools must comply with all requirements set out in OAR 581-022-2220 except section (1)(f).

(ed) **Physical Education Requirements.** School districts and public charter schools must comply with the requirement in OAR 581-022-2263(2)(a) to ensure that each public school student in kindergarten through grade eight will receive physical education throughout the entire school year. All other requirements in OAR 581-022-2263 are waived for the 2020-21 school year.

(4) Nationally Normed College Entrance Practice Assessment. The requirement established in ORS 329.488 that school districts must make a nationally-normed college entrance practice assessment available to all students in grade 10 who are enrolled in a public school is waived for the 2020-21 school year.

(53) **Ready School, Safe Learners Guidance.** School districts and public charter schools must comply with the Ready School, Safe Learners Guidance issued by the Oregon Department of Education.

(64) **Instructional Time**. School districts and public charter schools may include in the calculation of required instructional time of up to an additional 60 hours for staff professional development and up to an additional 60 hours for parent teacher communication to facilitate student learning, including parent teacher conferences, training, and support for distance learning. This allowance is in addition to the 30 hours allowed under OAR 581-022-2320(6)(d) and (e), respectively.

Statutory/Other Authority: ORS 326.051

Statutes/Other Implemented: ORS 326.051

History:

ODE 38-2020, temporary adopt filed 09/18/2020, effective 09/18/2020 through 03/16/2021

CREATED BY EN 9-7-2020

581-023-0006
Student Accounting Records and State Reporting

(1) The following definitions and abbreviations apply to this rule:

(a) "Active roll" means the list of students enrolled and attending the school or program during the current school year;

(b) "ADA" means average daily attendance;

(c) "ADM" means average daily membership;

(d) "Alternative program" means any private or public alternative program providing instruction or instruction combined with counseling under ORS 336.635;

(e) “Class” means a separate group of students under the direction of a teacher.

(f) "Day in session" means a scheduled day of instruction during which students are under the guidance and direction of teachers;

(g) "Department" means the Oregon Department of Education;

(h) "Full school day" means the length of time a school or program is normally in session during the day in compliance with OAR 581-022-2320;

(i)“Full-day kindergarten program” means a program providing kindergarten that meets the standards and minimum number of hours of instruction set forth in OAR 581-022-2320 and is in session during the day in compliance with OAR 581-022-2320;

(j) "FTE" means full-time equivalency;

(k) “Half-day kindergarten program” means a program providing kindergarten that complies with the minimum hours of instruction in OAR 581-022-2320(5).

(l) "Inactive roll" means the list of students enrolled for purposes of credit but not attending the school or program. Includes students attending private alternative or Job Corps programs, students withdrawn after ten consecutive days' absence and students served on a tutorial basis outside the classroom;

(m) "Instruction" for purposes of reimbursement of alternative programs means all activities that are approved by the student's resident school district, consistent with Oregon's academic and career related learning standards, and designed to lead to student achievement of those standards, including participation in Oregon state assessment, where applicable.

(n) "Instructional unit" means a school or other organizational arrangement which provides instruction of a given type or types;

(o) "Intermediate group" means instruction provided to a student receiving a comprehensive instructional program consistent with OAR 581-022-1210 and individually placed by a school district in an alternative program approved by a school district to a class of six to 15 students;

(p) "Large group" means instruction consistent with OAR 581-022-2030 and provided to a student individually placed by a school district in an alternative program approved by a school district to a class of 16 or more students;

(q) "Nonpublic school" means instruction provided by an individual or institution listed in ORS 339.030 as exemptions to the compulsory attendance requirements set out in ORS 339.010.

(r) "Regular school program" means that which is offered to comply with the standards adopted by the State Board of Education and compulsory school attendance law. This does not include summer school, adult education, or pre-kindergarten programs;

(s) "Small group" means instruction provided to a student receiving a comprehensive instructional program consistent with OAR 581-022-2030 and individually placed by a school district in an alternative program approved by the school district to a class of two to five students;

(t) "Superintendent" means the State Superintendent of Public Instruction;

(u)(A) “Teacher” means:

(i) An appropriately licensed staff member with the responsibilities of a teacher in OAR 584-036-0011 or with the responsibilities of teacher described in the definition of a teacher in ORS 342.120; and

(ii) For purposes of private alternative education programs, an appropriately licensed or unlicensed staff member with the responsibilities of a teacher in OAR 584-036-0011 or with the responsibilities of teacher described in the definition of a teacher in ORS 342.120.

(B) “Teacher” does not include an “Educational Assistant” as defined by ORS 342.120 and OAR 581-037-0005 or “Instructional Assistant” described in 584-036-0011.

(v) "Tutorial" means instruction provided to a student receiving a comprehensive instructional program consistent with OAR 581-022-2030 and individually placed by a school district in an alternative program approved by a school district to one student.

(2) Instructions pertaining to the maintenance of student accounting records and state reporting shall be published by the Department.

(3) Each school district and ESD shall:

(a) Permanently maintain accounting records of student enrollment, attendance, membership, resident/nonresident status, and such other student information as may be required, for each student enrolled in regular school programs operating during the regular school year. Such records shall utilize uniform definitions of each student measure as stated in this rule;

(b) Designate the residency for school purposes, subject to the provisions of ORS 327.006 and 339.133 of each student enrolled in the district;

(c) Have in operation an attendance accounting system which is adequately controlled and enables the district's chief administrator to certify in writing the accuracy of reported data;

(d) Report enrollment, attendance, membership, and such other information as the Superintendent may require, within 15 days of the end of the collection periods. Reports for the period ending the first school day in October shall be submitted no later than November 15.

(e) Retain daily source records of enrollment, membership and attendance for a period of no less than two years. Records, whether paper or electronic, must be maintained in an accessible format.

(4) Students shall be entered and withdrawn from the district roll as follows:

(a) A student shall be entered on the district active roll on the first day of the student's actual attendance. A student with an excused absence of less than ten school days at the beginning of the school year may be counted in membership prior to the first day of attendance if the status has been verified by contact with the parent or guardian. A student participating in the program of more than one instructional unit shall be entered on the active roll of that instructional unit in which 50 percent or more of the student's time is scheduled and the student shall not be entered on the roll of other instructional units;

(b) A student whose withdrawal status can be determined within ten school days of their first day of absence shall be marked as a withdrawal on the school day following that determination. A student must be withdrawn from the active roll on the day following the tenth consecutive full school day of absence but may be retained on the inactive roll at the district's option. A student must be present for at least one-half day in order to restart the count of consecutive days' absence. Under no circumstances shall a student who is absent for the first ten days at

the beginning of the school year be counted in membership prior to the first day of school attendance. A student whose attendance is reported as hours of instruction must be withdrawn from the active roll on the day following the tenth consecutive day of absence from the program in which they are enrolled. A student must be present for at least one hour of instruction in order to restart the count of consecutive days' absence. A student who is enrolled in dual programs and reported as both days present/days absent and hours of instruction must be withdrawn according to the instructional unit in which fifty percent or more of the student's time is scheduled. Under no circumstance shall a student who is absent for the first ten days at the beginning of the school year be counted in membership prior to the first day of school attendance.

(c) Notwithstanding anything else in this rule, ~~if a state of emergency is declared pursuant to ORS 401.165 et. seq., and all public schools are closed by order of the Governor, then~~ subsection (4)(b) of this rule is suspended for school districts, public charter schools, and Oregon School for the Deaf ~~for the period of closure or~~ for the 2019-2020 and 2020-2021 school years or until the suspension is removed by order of the ~~Governor or~~ Director of the Oregon Department of Education. This provision does not apply to the Juvenile Detention Education Program or the Youth Corrections Education Program.

(5) Membership and attendance accounting in instructional units scheduled to operate a full school day shall be recorded as follows:

(a) A full-time equivalency (FTE) for each student on the active roll shall be determined. Students participating in more than one-half of the full-day program shall be given an FTE of 1.0. Students participating in one-half or less of the full-day program shall be given an FTE of .5. The FTE computation of students placed in community college programs by the local school district shall include time spent in the community college program:

(A) Districts shall determine the FTE for kindergarten students based on whether the district provides a full-day kindergarten program or half-day kindergarten program as follows:

(i) For students in full-day kindergarten programs, districts shall give students 1.0 FTE for students participating in more than one-half of the full-day kindergarten program. Districts shall assign an FTE of 0.5 for students participating in one-half or less of the full-day kindergarten program;

(ii) Students in half-day kindergarten programs shall be assigned an FTE of 1.0. The Department shall proportionally reduce the total days membership of these students reflecting the permissible percentage as stated in statute;

(B) Students participating in district supervised work-study programs may be credited as 1.0 FTE. If a student is released for work during school hours and the district assumes no supervisory responsibility for the time involved, that time shall not be counted as participation in the full-day program when determining the student's FTE.

(b) Membership of each student for the period shall be computed as follows: student FTE times days present plus student FTE times days absent equals total days membership of the student. The day upon which a student is marked as a withdrawal shall not be counted as a day of membership. A student not scheduled to attend daily shall be marked present or absent only on the days the student is scheduled to attend;

(c) Total days membership of the instructional unit shall be the total of days membership of all students on the active roll of the instructional unit as computed in subsection (b) of this section. The computation of total days membership of the instructional unit shall yield subtotals indicating grade placement and resident/nonresident status of student membership;

(d) The Department shall compute the ADM and ADA of resident students, nonresident students, and attending students for each instructional unit reporting and derive totals of such data for each local school district in the state, subject to the following procedures:

(A) ADM is the total days membership of an instructional unit during a specific reporting period divided by the number of days the instructional unit was in session during that reporting period. The ADM of groups of instructional units having varying lengths of terms shall be the sum of the ADMs obtained for the individual instructional units. If a district school board adopts a class schedule that operates throughout the year under the provisions of ORS 336.012 for all or any instructional units in the district, the computation shall be made so that the resulting ADM will not be higher or lower than if the local board had not adopted such a schedule;

(B) ADA is the total days attendance of an instructional unit during a specific reporting period divided by the number of days the instructional unit was in session during that reporting period. The ADA of groups of instructional units having varying lengths of terms shall be the sum of the ADAs obtained for the individual instructional units. If a district school board adopts a class schedule that operates throughout the year under the provisions of ORS 336.012 for all or any instructional units in the district, the computation shall be made so that the resulting ADA will not be higher or lower than if the local board had not adopted such a schedule.

(6) Students enrolled in programs operating less than the full school day and nonpublic school students attending public schools part time shall be accounted for as follows:

(a) The ADM of students enrolled in schools under provisions of ORS 336.135 and students enrolled in nonpublic schools or taught by private teacher or parent under ORS 339.035 shall be computed by multiplying total hours of instruction given all students during the reporting period by .167 and dividing the product by 73 for the July 1 to December 31 cumulative report and by 175 for the June 30 annual report;

(b) The ADM of students receiving tutorial instruction provided by licensed district staff shall be computed by dividing total number of hours of tutorial instruction given (not to exceed 5 hours per week for a single student) by 73 for the July 1 to December 31 cumulative report and by 175 for the June 30 annual report;

(c) The computation of ADM for each less than full-time program listed shall yield subtotals for resident and nonresident students;

(d) The ADM of students enrolled in less than full-time programs shall be reported to the Department for the period ending December 31 and for the year ending June 30.

(e) No more than five day's membership may be claimed for any student enrolled in any combination of programs during a one-week period.

(f) The Department will proportionally reduce the ADM of kindergarteners enrolled in half-day programs to reflect the permissible percentage as stated in statute.

(7) A student enrolled in a public school district and receiving instruction in the district's comprehensive planned K-12 curriculum consistent with OAR 581-022-1210 and who is individually placed by the school district in an alternative education program under ORS 336.635 shall be accounted for as follows:

(a) The ADM of students enrolled in alternative programs scheduled to operate a full school day may be computed either on the basis of membership (section (5) of this rule) or on the basis of actual attendance (section (7)(b) of this rule);

(b) Equivalent ADM of students enrolled in alternative programs scheduled to operate less than full time shall be computed as follows:

(A) Equivalent ADM of students enrolled in large group instruction shall be computed by multiplying total hours of instruction given all students during the reporting period by a factor of .167 and dividing the product by 73 for the July 1 to December 31 period cumulative report and by 175 for the June 30 annual report;

(B) Equivalent ADM of students enrolled in intermediate group instruction shall be computed by multiplying the total hours of instruction given all students during the reporting period by a factor of .222 and dividing the product by 73 for the July 1 to December 31 period cumulative report and by 175 for the June 30 annual report;

(C) Equivalent ADM of students enrolled in small group instruction shall be computed by multiplying the total hours of instruction by a factor of .333 and dividing the product by 73 for the July 1 to December 31 period cumulative report and by 175 for the June 30 annual report;

(D) Equivalent ADM of students receiving individual instruction shall be computed by multiplying the total number of hours of tutorial instruction given by a factor of 1.0 and dividing the product by 73 for the July 1 to December 31 period cumulative report and by 175 for the June 30 annual report;

(E) Case management services (not limited to student contact) may be counted as large group instruction and constitute up to ten percent of equivalent ADM if specifically authorized by contract with the resident school district;

(F) Documented time in supervised work experience programs, supervised community service activities and supervised independent study, if performed as a part of the instructional programs designed to fulfill the student's educational goals, may be counted as large group instruction;

(G) Over any 20-day period, no more than 20 equivalent membership days may be claimed for any student receiving a combination of instructional services under paragraph (7)(b)(A), (B), (C) or (D) of this rule. Equivalent membership days for any student is equal to the hours of instruction given multiplied by the factor appropriate for the size of the instructional group.

(c) Students attending alternative programs part day and attending the home high school part day shall be reported by the home high school only, taking account of the total time spent in the alternative program and the home high school when determining FTE under section (5) of this rule;

(d) Students attending private alternative programs only, shall not be reported by the instructional unit placing the student for purposes of reporting membership or attendance.

(8) Each private alternative program shall:

(a) Maintain accounting records of student attendance, size of group attended, resident school district and such other student information as may be required by the contracting school district for each student attending the private alternative program;

(b) Report student name, dates served and hours served by group size to resident school district no less than twice yearly, once for the July 1 through December 31 period and an annual report ten days after the close of the school year; and

(c) Retain student attendance records for a period of no less than two years.

(9) Students in the following programs are not eligible to be counted in the resident average daily membership for purposes of ORS 327.013(7)(a):

(a) Students enrolled in special education programs under ORS 343.261, 343.961, and 346.010.

(b) Children enrolled in early intervention and early childhood special education programs under ORS 343.533;

(c) Students not receiving a free public education;

(d) Students in summer school programs;

(e) Students in adult education classes.

(10) Rules governing the reporting of students identified as dropouts are contained in the most recent edition of the Oregon Dropout Reporting Manual, published by the Oregon Department Education. The State Board of Education adopts the procedures in this publication to govern the reporting of dropouts by school districts.

(11) For the purposes of dropout reporting, the following shall apply:

(a) A student is considered enrolled when the student is present at school and attends more than half of a school day;

(b) Acceptable alternative programs are those programs providing activities meeting OAR 581-023-0008 and provided by public school districts, ESDs, community colleges or private alternative programs registered with the Oregon Department of Education under OAR 581-021-0072;

(c) An absence, explained or unexplained becomes a withdrawal after an absence of 10 consecutive days. A student must be present for at least one-half day in order to restart the count of consecutive days absence;

(d) Standards for excused absences must be developed by local districts. Policies shall clearly define excused and unexcused absences and ensure the health and safety of the child. Parents shall be informed of the policies at enrollment. Policy should address the documentation required.

(12) The Superintendent shall prescribe the applicable student accounting procedures for any programs or specific situations not covered by the provisions of this rule.

Statutory/Other Authority: ORS 326.310 & 327.125
Statutes/Other Implemented: ORS 327

REVIEWED BY: EN 9-11-2020

581-023-0040
Approved Transportation Costs for Payments from the State School Fund

(1) Definitions for the purpose of this rule:

(a) "Elementary School Student" means, notwithstanding any other OAR or statute, pupils attending a school offering only an elementary curriculum, any combination of grades K through 8;

(b) "Secondary School Student" means, notwithstanding any other OAR or statute, pupils attending a school offering any secondary curriculum for grades 9, 10, 11, or 12. Additionally, all students attending a school designated by the local school board through board action as a junior high school or middle school may be considered secondary students;

(c) "Local School Board" means, notwithstanding any other OAR or statute, the local school board for the district in which the student's legal residence is physically located. Local school boards are not required to provide transportation for students who have requested and received approval to attend a school other than that designated by the local school board for students living in their specified attendance area;

(d) "Manufacturer's Rated Capacity" means the number of students to be used in the calculations specified in paragraph (5)(n)(B) of this rule and described below:

(A) Buses transporting only elementary students will have a passenger capacity as stated on the manufacturer's identification plate;

(B) Buses transporting only high school students, grades 9 through 12 will have a passenger capacity based on two students for each 39 inch bus seat;

(C) Buses transporting mixed groups from grades K–12 (in any combination) or groups of only junior high or middle school students will have a passenger capacity based on 2.5 students for each 39-inch bus seat.

EXAMPLE: A bus with a manufacturer's passenger capacity stated on the identification plate of 72 would have the following ratings: elementary — 72, high school only — 48, mixed groups — 60, middle school and junior high school — 60.

(e) "Mile(s) from School" means the distance a student lives from school, measured from the closest, reasonable, and prudent point between the school property identified by the local board for that pupil's attendance and the property where the pupil lives. The distance will be measured over the shortest practicable route on maintained public roadways or over existing pedestrian facilities or pedestrian facilities capable of meeting the requirements listed in ORS 332.405(4);

(f) "Patron" means any individual, organization, or entity that is able to use student transportation services except for charter schools (as defined in ORS 338) or a public agency (described in ORS

339.133(4), ORS 327.527, ORS 327.540 or ~~or~~ ORS 327.390) if the school or agency reimburses school districts up to one hundred percent (100%) of incurred transportation costs pursuant to ORS 338.145, 339.133(4), ORS 327.527, ORS 327.540 ~~or~~ 327.390.

(g) "Supplemental Plan" means a plan adopted by local school board resolution identifying groups or categories of students who live within the 1 and 1.5 mile limitations and require transportation based on health or safety reasons, including special education. Supplemental plan approvals may be ordered by the State Board of Education or its designated representatives. The State Board shall have the right of final review of any actions regarding supplemental plans. Appeals will be directed to the State Board for final consideration. The Plan must include the following:

(A) The approximate number of students to be transported based on the plan;

(B) The health or safety reasons cited for providing transportation;

(C) The local board resolution specifying the supplemental plan as submitted; and

(D) Any additional information or documentation supporting the supplemental plan deemed appropriate locally.

(2) Approved transportation costs shall include those costs incurred in transporting pupils to and from instructional programs during the regularly scheduled school term within the limitations specified by ORS 327.006 and 327.033. Approved transportation costs may include costs incurred in transporting students participating in extended school year programs eligible for funding from the State School Fund.

(3) Approved transportation costs shall include those district expenditures associated with:

(a) Home-to-school transportation of elementary school pupils who live at least one mile from school;

(b) Home-to-school transportation of secondary school pupils who live at least one and one-half miles from school;

(c) Transportation of pupils between educational facilities either within or across district boundaries, if the facilities are used as part of the regularly-scheduled instructional program approved by the Board;

(d) Transportation of pupils for in-state field trips when such represents an extension of classroom activities for instructional purposes, and shall include out-of-state destinations within 100 miles of the Oregon border;

(e) Transportation of pupils home to school for whom a supplemental plan has been approved by the State Board of Education in addressing safety, health, and special education needs;

(f) Transportation of preschool children in Early Childhood Special Education Services having an Individual Family Service Plan requiring transportation and preschool children receiving Early Intervention Services under the authority of ORS 343.533.

(g) School to home transportation following extended school day instructional programs for:

(A) Elementary school pupils who live at least one mile from school;

(B) Secondary school pupils who live at least one and one-half miles from school.

(h) For the 2020-21 school year, maintaining an adequate level of pupil transportation services while school districts are administering Comprehensive Distance Learning in response to the COVID-19 pandemic.

(4) Approved transportation costs shall exclude those district expenditures associated with transportation for the following unless the school program is required under provisions of the Individuals with Disabilities Education Act, ORS 343.533 or 339.010 through 339.090 and 339.250:

(a) Pupils living within the limits prescribed in ORS 327.006(2) for whom no supplemental plan has been approved by the State Board;

(b) Activity trips other than for instructional purposes;

(c) Athletic trips;

(d) School lunch purposes;

(e) Summer school;

(f) Adult education;

(g) Evening school;

(h) Preschool and/or nursery school;

(i) Board and room in lieu of transportation associated with field trips;

(j) Transportation facility and staff costs other than those directly related to approved pupil transportation activities.

(5) The computation shall be made as follows:

(a) Pupil Transportation Salaries;

(b) Pupil Transportation Supplies, Equipment, Repairs, and Maintenance;

(c) All contracted Transportation;

(d) Travel of Pupil Transportation Personnel;

(e) Employee Benefits on Pupil Transportation Salaries;

(f) Pupil Transportation Insurance;

(g) Payments in Lieu of Transportation;

(h) Other Expenses of Pupil Transportation;

(i) Payments to Other Districts for Pupil Transportation;

(j) Leases and Rentals;

(k) Depreciation:

(A) Depreciation of Garage, but this shall not include land;

(B) Depreciation of Buses that are used at least 50% for reimbursable mileage.

(C) Shall include the costs to the district to retrofit, repower, or to replace as defined in ORS 468A.795, school buses for the purpose of reducing or eliminating diesel engine emissions. These costs:

(i) Shall not include the costs paid with moneys received from the state by a school district from the Clean Diesel Engine Fund that are described in 468A.801 (2)(a); and

(ii) Shall include costs to paid with moneys received from the state as allowed by the Environmental Mitigation Trust Agreement as defined in ORS 468A.801 (2)(c).

(l)Total of subsections (5)(a) through (k) of this rule;

(m) Deduct (if cost is included in detail above):

(A) Payments Received from Other Districts and from Patrons for reimbursable transportation;

(B) Non-reimbursable Transportation Costs:

(i) For 2017 – 18:

(I) Number of miles at $2.52 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of greater than 20 persons including the driver, or

(II) Number of miles at $1.27 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of 20 or less including the driver.

(ii) For 2018 – 19:

(I) Number of miles at $2.62 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of greater than 20 persons including the driver, or

(II) Number of miles at $1.31 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of 20 or less including the driver.

(iii) For 2019 – 20:

(I) Number of miles at $2.66 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of greater than 20 persons including the driver, or

(II) Number of miles at $1.33 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of 20 or less including the driver.

(iv) For 2020 – 21:

(I) Number of miles at $2.70 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of greater than 20 persons including the driver, or

(II) Number of miles at $1.36 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of 20 or less including the driver.

(v) (I) Those local school board certified marginal costs attributable to services provided to students who are not eligible for home-to-school transportation under section 3, calculated and documented as follows: Documentation maintained by local district shall include: bus and route identification, school(s) being served, number of eligible students on board, number of ineligible students on board;

(II) Calculation of marginal costs shall be as follows: District Cost Per Mile of bus operation divided by the total number of students transported on each bus to derive an average cost per student. The cost per student multiplied by the number of ineligible students and the number of miles transported provides the amount for deduction. Example: Cost per student = district cost per bus mile - number of students on bus; Total Deduction = cost per student x ineligible students x number of miles transported.

(III) No deduction will be made for transportation inside prescribed limits if the local board certifies student demographics would require student bus rides to or from school of more than one hour if the bus is routed in a manner making it accessible to the number of eligible students living outside the prescribed mileage limit equal to 130 percent of the bus manufacturer's rated capacity; or

(IV) The local school board certifies that buses are routed in a manner to serve at least the number of eligible students living outside the prescribed mileage limits equal to 130 percent of the bus manufacturer's rated passenger capacity; and

(V) In either of the aforementioned situations, no additional costs have been incurred by the district for the identified service.

(C) State and Federal Receipts for Transportation, except those apportioned under ORS 327.006 or third party Medicaid payments for transportation, if used to support expenditures in subsections (5)(a) through (l) of this rule;

(D) Rental or Lease Payments from Private Contractors;

(E) The percentage of transportation facility depreciation commensurate with the percentage of the total district fleet value based upon purchase price (see subsection (6)(k) of this rule) represented by non-pupil transportation equipment. Examples of nonpupil transportation equipment would include the following: lawnmowers, tractors, backhoes, trucks, pickups, cars, trailers, snow blowers, etc.

(n) Total Deductions ((5)(m)(A)+(m)(B)+(m)(C)+(m)(D)+ (m)(E));

(o) Approved Cost ((5)(l) minus (5)(n)).

(6) In the above computation, the following definitions apply:

(a) Pupil Transportation Salaries. Salaries and wages paid school bus drivers, assistants to driver, and that portion of salaries paid mechanics and other bus maintenance employees, supervisors of transportation, secretarial and clerical assistants, and persons assigned transportation oversight and coordination responsibilities attributable to the transportation program and documented through position descriptions and payroll records. No school district General Administration salaries may be included in this area;

(b) Pupil Transportation Supplies, Equipment, Repairs, and Maintenance. Costs of fuel, oil, lubricants, tires, tire repair, batteries, vehicle diagnosis and repair equipment identified as capital expenditures in the "Program Budget Manual," vehicle repair parts and supplies, repair of vehicles by other than the school district, garage maintenance and operation, and garage equipment repair and maintenance;

(c) All Contracted Transportation. Payments to parents and independent public or private contractors for transporting pupils from home to school, between educational facilities and for non-reimbursable activities enumerated in paragraph (6)(l)(B) of this rule; and fares to public carriers for transporting pupils from home to school and between educational facilities:

(A) If a district retains ownership of buses and garages and contracts for the operation of the transportation system with provision in the contract for lease or rental of the buses and garages, the contracted transportation cost shown should reflect the gross bid including the lease or rental payment. The lease or rental payment shall be deducted in the computation as reported in paragraph (5)(n)(D) of this rule;

(B) If the district retains ownership of buses and garages and participates in a transportation cooperative or consortium through an intergovernmental agreement, depreciation apportionment provided under ORS 327.033 will be disbursed directly to the district. No depreciation component is approved for cooperative-owned buses or garages.

(d) Travel of Pupil Transportation Personnel. Meals, lodging, mileage, per diem and other travel expenses of pupil transportation personnel, and private car mileage if paid to bus drivers for travel to and from the point where school bus is parked if other than the central garage. The same travel expenses plus tuition or registration are included for attendance at Department of Education sponsored or presented pupil transportation training programs and seminars;

(e) Employee Benefits on Pupil Transportation Salaries. The district's contributions for employee benefits including social security and retirement, employee health insurance, workers' compensation, and unemployment insurance;

(f) Pupil Transportation Insurance. Payments for public liability and property damage, medical care, collision, fire and theft, and insurance on garages and shops;

(g) Payments in Lieu of Transportation. Payments for pupils' board and room in lieu of transportation, consistent with ORS 332.405(2);

(h) Other Expenses of Pupil Transportation. District-paid fees for school bus drivers' physical examinations; interest on bus or garage contracts payable including lease-purchase agreements if capitalized (see subsection (6)(k) of this rule);

(i) Payments to Other In-State or Out-of-State Districts for Transportation. Payments to other districts for approved pupil transportation costs;

(j) Leases and Rentals. Rental or lease payments for the use of land or buildings used for approved pupil transportation. Rental or lease payments for buses operated by district personnel for approved pupil transportation.

NOTE: Only those leases which do not contain an option to purchase or application of rentals to purchase should be included in subsection (5)(j) of this rule. See subsection (6)(k) of this rule as to the proper treatment of other lease-purchase agreements.

(k) Depreciation. For purposes of computing depreciation, capitalized cost is defined to include the unit cost of the asset, exclusive of interest, for such assets purchased outright, by conventional contract, or by lease-purchase agreement if such agreement contains any provision to acquire ownership at the end of the agreement by application of a portion of the rentals paid or a terminal payment. The computation of the capitalized cost and the depreciation shall be according to the following:

(A) Portions of Garages and Other Buildings Used for Approved Pupil Transportation:

(i) Outright purchase (including purchase by conventional contract). For each outright purchase or purchase by conventional contract, each district shall report to the Oregon Department of Education, on the forms provided, the unit cost of the garage or other building purchased and the dollar amount of interest payments associated with such purchase. The purchase of land shall not be included in the Garage Depreciation. The capitalized value shall represent the unit cost, exclusive of interest. Depreciation shall be computed at an annual rate of four percent;

(ii) Lease-purchase agreements. For each lease-purchase agreement, the district shall report to the Oregon Department of Education, on the forms provided, the dollar amount of the agreement, the interest payments contained in the agreement, and the schedule of such interest payments contained in the agreement. Land shall not be included in the lease purchase agreement for the purpose of reimbursement. Subsequent to July 1, 1975, the capitalized value shall represent the lease-purchase price less any interest payments contained in the agreement. Depreciation shall be computed at an annual rate of four percent.

(B) Buses and Other Vehicles Used for Approved Pupil Transportation:

(i) Outright purchase (including purchase by conventional contract). For each outright purchase or purchase by conventional contract, each district shall report to the Oregon Department of Education, on

the forms provided, the unit cost of the vehicle(s) purchased and the dollar amount of interest payments associated with such purchase. The capitalized value shall represent the unit cost, exclusive of interest. Depreciation shall be computed at an annual rate of ten percent;

(ii) Lease-purchase agreements. For each lease-purchase agreement, the district shall report to the Oregon Department of Education, on the forms provided, the dollar amount of the agreement, any applicable trade-in value, the dollar amounts of interest payments contained in the agreement, and the schedule of such interest payments contained in the agreement. The capitalized value of the vehicles shall represent the lease-purchase price including the trade-in allowance less interest payments contained in the agreement. Depreciation shall be computed at an annual rate of ten percent;

(iii) Lease agreements. If the district is leasing its buses under a lease agreement, the district shall report the annual lease cost. A lease agreement as used in this paragraph means an agreement whereby the lessor retains title to the buses being leased to the lessee school district and the title to the buses is never received by the lessee. Under such a lease agreement, the use of the buses by the lessee is limited by the term of the lease. If there is an auxiliary agreement either written or oral whereby at the end of the lease term, the title of the buses shall pass to the lessee school district, the agreement is not a lease agreement as described in this paragraph but is a lease-purchase agreement as outlined in subparagraph (ii) of this paragraph. The lease payment made by a school district obtaining the use of buses pursuant to a lease as defined in this paragraph shall be used in the computation of the reimbursement in place of the depreciation set forth in subparagraphs (i) and (ii) of this paragraph.

(l) Deductions:

(A) Payments Received from Other Districts and from Patrons. Money received from other school districts, parents, guardians, or students for transportation if paid in support of expenditures listed in subsections (5)(a) through (l) of this rule;

(B) Nonreimbursable Transportation Costs. Actual bus mileage of excludable trips shall include the actual mileage in district owned or contracted buses for transportation for activity trips, athletic trips, school lunch purposes, summer school, adult education, evening school, nursery school, and any other nonreimbursable purposes. Such mileage shall be deducted at the rate indicated in subsection (5)(m)(B) of this rule. The rate of deduction may be reviewed periodically by the State Board of Education and adjusted accordingly;

(C) State and Federal Receipts for Transportation. All state and federal receipts for transportation expenditures, exclusive of funds apportioned under ORS 327.006 and 327.033, that have been included in subsection (5)(a) through (l) of this rule;

(D) Rental or Lease Payments from Private Contractors. Payments received from private contractors for the use of district owned buses and garages in the operation of the pupil transportation system by the private contractor. This item must be shown as Revenue Code 1930 in the school district audit and the gross payments to the contractor must be included in subsection (5)(c) of this rule.

(7) Each district shall maintain a record, by purpose, of total pupil transportation miles and shall submit a report of such to the Oregon Department of Education on the form provided. The accuracy of such records shall be certified by the district clerk.

(8) If an education service district offers a special service under the provisions of section (4) of ORS 334.175, including home-to-school transportation that would qualify for reimbursement under the provisions of ORS 327.006 if provided by a local school district, the following procedure in crediting the transportation expenditure to the local district may be employed:

(a) The education service district shall compute approved home-to-school transportation costs as provided in section (4) of this rule;

(b) The approved costs so determined shall be billed to and paid by each of the local school districts. The expenditure shall be accounted for by the local district as a transportation expenditure paid to another education agency;

(c) The audited district expenditure shall be recognized by the State Superintendent of Public Instruction in computing the local district's entitlement under ORS 327.006;

(d) If the education service district reimburses the local district the difference between that portion billed and that paid under ORS 327.006, such reimbursement — if derived from property tax sources by education service district resolution — shall not be deducted by the state in determining the local district's approved costs. The local district shall account for the education service district reimbursement as other general receipts are accounted for from the education service district.

(9) For purposes of computing board and room entitlement for a district operating a dormitory under provisions of ORS 327.006, the state assumes responsibility for its proportionate share of costs associated with the provision of food, facilities, staff, operation, and maintenance necessary to provide students with safe and healthy living conditions. The state does not assume responsibility for costs associated with recreation or entertainment of students. The approved cost against which the computation is made for state liability shall not exceed the limit stated in ORS 332.405. In addition, the state will assume its proportionate share of the cost of field trips as defined in subsection (3)(c) of this rule.

(10) The computation of approved expenditures for board and room entitlement shall be made as follows:

(a) Salaries;

(b) Operation:

(A) Utilities;

(B) Supplies;

(C) Other Operational Costs.

(c) Maintenance:

(A) Upkeep;

(B) Replacement.

(d) Fixed Charges:

(A) Employee Benefits;

(B) Other Fixed Charges.

(e) Food;

(f) Operation of Buses and Other Vehicles — Supplies, Repairs and Maintenance;

(g) Depreciation:

(A) Dormitory;

(B) Buses and Other Vehicles.

(h) Total Expenditures (Sum of subsections (10)(a) through (g) of this rule));

(i) Deductions (subtract if cost is included in cost above):

(A) Payments Received from Other Districts and from Patrons;

(B) Nonreimbursable Transportation Costs as indicated in subsection (5)(m)(B) of this rule;

(C) State and Federal Receipts for Transportation, except those apportioned under ORS 327.006, 327.033, or third party Medicaid payments, if used to support expenditures in subsections (10)(a) through (g) of this rule;

(D) Federal School Lunch, Breakfast, and Milk Reimbursements;

(E) Sales of Food.

(j) Total Deductions (sum (10)(i)(A) + (i)(B) + (i)(C) + (i)(D) + (i)(E));

(k) Approved Cost ((10)(h) minus (10)(j) of this rule).

(11) The items included in the board and room entitlement computation are defined as follows:

(a) Salaries. Salaries and wages paid dormitory personnel, including the dormitory manager, cooks, custodians, and other personnel directly concerned with operation of the dormitory, and that portion of salaries paid secretarial and clerical assistants and other personnel attributable to the dormitory program;

(b) Operation:

(A) Utilities. Heat for buildings, water and sewage, electricity, telephone, and other utilities necessary for the operation of the dormitory;

(B) Supplies. Custodial supplies, supplies for care of grounds, linens, and other supplies necessary for the operation of the dormitory including food services. Purchase of food is included in subsection (11)(e) of this rule;

(C) Other Operational Costs. Contracted custodial services, window washing, laundry or linen services, etc., necessary for the operation of the dormitory.

(c) Maintenance:

(A) Upkeep. Expenditures associated with maintaining the existing dormitory facilities in a safe, healthy, and efficient condition, including supplies and materials for upkeep of dormitory grounds and the dormitory building. Costs associated with maintenance of recreational or entertainment facilities are excluded;

(B) Replacement of Equipment. Expenditures associated with replacing equipment necessary to the safe, healthy, and efficient operation of the dormitory. Replacement of equipment used for recreational or entertainment purposes are excluded.

(d) Fixed Charges:

(A) Employee Benefits. Expenditures for dormitory employees' benefits including social security and retirement, employee health insurance, workers' compensation, and unemployment insurance;

(B) Other Fixed Charges. Expenditures for property insurance, liability insurance, rental of land and buildings for purposes associated with operation of the dormitory, and other fixed charges directly attributable to operation of the dormitory.

(e) Food. Expenditures for food necessary for the operation of the dormitory;

(f) Operation of Buses and Other Vehicles — Supplies, Repairs, and Maintenance. Expenditures for fuel, oil, lubricants, tires, tire repair, batteries, vehicle repair parts and supplies, repair of vehicles by other than the school district, garage maintenance and operation, and garage equipment repair and maintenance necessary for the operation of buses utilized for purposes stated in section (3) of this rule and of other vehicles necessary for the operation of the dormitory;

(g) Depreciation:

(A) Dormitory. For purposes of computing dormitory depreciation, capitalized cost is defined as the unit cost of the asset (including the cost of original equipment), exclusive of interest, plus the cost of substantial improvements or remodeling. The purchase of land shall not be included. Costs associated

with providing recreational or entertainment facilities are not included. Depreciation shall be computed at an annual rate of four percent;

(B) Buses and Other Vehicles. Depreciation for buses used for approved pupil transportation and that portion of other vehicles necessary for operation of the dormitory shall be computed in accordance with the formula and definition stated in paragraph (6)(k)(B) of this rule.

(h) Total. Sum of subsections (10)(a) through (g) of this rule;

(i) Deductions:

(A) Payments Received from Other Districts and from Patrons. Money received from other school districts, parents, guardians, or students for transportation or room and board if paid in support of expenditures listed in subsections (10)(a) through (f) of this rule;

(B) Nonreimbursable Transportation Costs. Costs for nonreimbursable transportation according to the formula and definition stated in paragraph (6)(l)(B) of this rule;

(C) State and Federal Receipts for Transportation. All state and federal receipts for transportation or room and board expenditures exclusive of funds apportioned under ORS 327.006 that have been included in subsections (10)(a) through (f) of this rule;

(D) Federal School Lunch, Breakfast, and Milk Reimbursements. All federal receipts for school lunch, breakfast, and milk expenditures that have been included in subsections (10)(a) through (f) of this rule;

(E) Sales of Food. Money received from teachers, students, or other individuals from food sales for which the expenditures are included in subsections (10)(a) through (f) of this rule.

(12) Such items of expenditure as may be questionable in applying the policy stated in this administrative rule shall be resolved by the State Superintendent of Public Instruction and such determination shall be final.

(13) Apportionment of the State School Fund for 2001–02 and subsequent years.

[Publications: Publications referenced are available from the agency.]

Statutory/Other Authority: ORS 327.013 & 820.100 - 820.120
Statutes/Other Implemented: ORS 327.013 & 820.100 - 820.120

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

Latino/a/x & Indigenous Student Success Permanent Rules

(Indigenous Mexican, Central, South American)

Michael Reyes Andrillon, Carmen Xiomara Urbina

October 15, 2020

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

Latino/a/x Student Success Plan

Student Success Act (HB 3427) creates the opportunity to address the educational systemic inequities experienced by Latino/a/x & Indigenous students.

Permanent Rules Sections

- **Definitions** – defining key terms and community
- **Criteria for Eligibility** – determining who can apply
- **Selection and Prioritization** – setting priorities for who can be awarded a grant
- **Funding** – setting administrative costs for applicants
- **Reporting** – broad requirements for reporting

Permanent Rules Updates

- The current rules for the Latino/a/x Student Success Plan are interim and expire in November. They were created in response to critical community needs created by the COVID-19 pandemic and to provide the framework for the current Interim Latino/a/x Student Success Plan.

- These proposed permanent rules will establish a funding process (or processes) for future grant opportunities to support the long-term plan, pending additional funding from the legislature. The long-term plan will be brought forward to the State Board in early 2021.

Updates from Temporary to Permanent Rules

Proposed Rule Changes:

- Naming Afro-Latino/a/x, Black, and Indigenous communities.
- Updated and expanded definitions
- Better clarity on funding eligibility, criteria, and priorities.
- Better clarity on administrative costs.
- Rules allow for development of multiple RFAs (pending additional funding).

Community Input

In updating these rules we sought feedback from:

- Interim Latino/a/x Student Success Advisory Committee
- SSA Rules Advisory Committee
- Met with staff from Latino/a/x – led Community Based organizations

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

For more information, please contact:

Michael Reyes
Michael.reyes@ode.state.or.us

Carmen Urbina
Carmen.urbina@ode.state.or.us

Oregon State Board of Education
MEETING DATE: October 15, 2020

AGENDA ITEM: 6.B

SUBJECT: Latino/a/x Student Success Plan - Administrative Rules **STAFF NAME & OFFICE**: Michael Reyes, Office of Equity, Diversity, and Inclusion The Student Success Act (2019) creates a statewide student success plan for Latino/a/x and Indigenous students, including a grant program to implement the strategies outlined in the plan. In order to implement this section of the Act, the State Board of Education is required to adopt administrative rules to guide the implementation of the grant program. The State Board adopted temporary rules to implement this grant program at the May 2020 meeting. These rules expire on November 23, 2020. The Department needs the State Board to adopt permanent rules prior to the temporary rules expiring. X New Rule (Temporary rules for the interim plan were adopted in May 2020.) ☐ Amend Existing Rule ☐ Repeal Rule	**X First Reading** **X Presentation** **☐ No Presentation** **☐ Action** **☐ Temp Rule** **☐ Presentation** **☐ No Presentation**

BACKGROUND

The Student Success Act (HB 3427) was passed in 2019 by the Oregon Legislature to create a significant investment in Oregon's schools. The SSA includes sections to address the educational achievement gap experienced by Latino/a/x and Indigenous students.

The current temporary rules expire in November 2020 so the Department is proposing permanent rules. The rules create the structure to award SSA grant funding to address the disproportionate results in education due to historical practices faced by Latino/a/x and Indigenous students. The first round of grant making awarded this past summer informed the updates to the rules. The permanent rules establish grant eligibility, applicant criteria, and key priorities for funding. The rules will also provide a framework for the development of the Latino/a/x and Indigenous Student Success Plan, which is scheduled for adoption in early 2021.

These rules will impact Latino/a/x families and students across the state, community based organizations who serve those communities, and school districts. The department consulted the Interim Latino/a/x Student Success Advisory Committee and community members involved in the Rules Advisory Committee.

SUMMARY OF PREVIOUS BOARD ACTION

This is the first time this update to the temporary rules are being presented to the board as a first read.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

Oregon State Board of Education
MEETING DATE: October 15, 2020

AGENDA ITEM: 6.B

X N/A; first read—hasn't been before board (Temporary rules for the interim plan were adopted in May 2020.)

☐ No; same as last month

☐ Yes – As follows:

POLICY ISSUE OR CONCERNS

In developing the rules, we were challenged in creating a grant-making process that allows for different types of organizations and community groups to apply. We recognize that in many parts of our state, there may not be a culturally-specific organization representing communities of color. We created funding criteria and priorities that will prioritize culturally-specific organizations, and in regions of the state where that may not be an option, ensure that community voice is prioritized in the decision-making of the funding project.

We are continuing our work to establish definitions across the Department that reflect the different ways our communities show up. We are creating funding criteria that prioritizes authentic and accountable partnerships between school districts and community members.

EQUITY IMPACT ANALYSIS

In Oregon, Latino/a/x and Indigenous students experience worse educational outcomes than their white peers. This is due to historic and current systemic inequities that exist across the state. These rules will support community-based organizations, providers of early learning services, school districts, and higher education institutions to improve educational outcomes by developing programs and addressing inequities at the systemic level.

FISCAL ANALYSIS

The proposed rules will not have a negative fiscal impact on the Department. The legislature has not yet allocated funding for the Latino/a/x and Indigenous Student Success Plan after the 2019-2021 biennium. The grants may potentially have a positive fiscal impact for early learning hubs, providers of early learning services, school districts, post-secondary institutions of education, and community-based organizations who are working to design, implement, improve, or expand, programs and services for Latino/a/x and Indigenous students.

EFFECT OF A "YES" OR "NO" VOTE

If the Board adopts the rules, the Department will have the necessary requirements in place to develop grant agreements and issue grant awards statewide. If the Board does not adopt the rules, the Department will not have the requirements and policies necessary to effectively administer the grant program. It will need to bring the rules back to the Board at a later date. This may delay the distribution of the funds to grant recipients.

STAFF RECOMMENDATION

Oregon State Board of Education
MEETING DATE: October 15, 2020

AGENDA ITEM: 6.B

☐ Approve **X** Approve next month ☐ No recommendation at this time

Prompted by: x State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Attachment 1: Proposed Rules for the Latino/a/x and Indigenous Student Success Plan

581-017-0693
Latino/a/x and Indigenous Student Success Plan Grant Program: Definitions

The following definitions apply to OAR 581-017-0693 to 581-017-0708

(1) “Afro-Latino/a/x” means an individual from Mexican, Central American, South American, or Caribbean communities who identify with African ancestry.

(2) “Central American” means an individual of descent from: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, or Panama, including Black, Afro-Latino/a/x, and Indigenous communities residing in those nations.

(3) “Community-Based Organization” means a nonprofit organization that is reflective of a community or significant segments of a community it seeks to serve.

(4) “Community Voice” means that members representing the community served by the project must be involved in the design, implementation, and/or providing strategic guidance.

(5) “Culturally Specific Organization” means a Community-Based Organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities or challenges documented in the community and how that influences the structure of their program or service; ability to describe the community’s cultural practices, health and safety beliefs/practices, positive cultural identity/pride/resilience, religious beliefs, etc. and how their services have been adapted to those cultural norms.

(6) “Department” means the Oregon Department of Education.

(7) “Indigenous” means an individual from Mexican, Central American, South American, or Caribbean communities who identify with indigenous or tribal communities from those geographic regions.

(8) “Latino/a/x and Indigenous Student Success Grant” or “Grant” means a grant established by ORS 329.845.

(9) “Latino/a/x and Indigenous Student Success Plan” means the plan established by ORS 329.845 and adopted by the State Board of Education.

(10) “Partnership” means a group of organizations with a common interest who agree to work together. In a partnership, there is a high level of trust and communication. Roles and responsibilities of each organization are well-defined and developed. There might be shared space and staff, shared authority and decision making, and plans and agreements are in writing. Overall, there is a vision.

(11) “South American” means an individual of descent from: Brazil, Colombia, Argentina, Peru, Venezuela, Chile, Ecuador, Bolivia, Paraguay, Uruguay, Guyana, Suriname, French Guiana, Falkland Island including Black, Afro-Latino/a/x, and Indigenous communities residing in those nations.

(12) “Student” means a student enrolled in early childhood through post-secondary education who:

(a) Is Latino/a/x, Hispanic, Black, Afro-Latino/a/x, or Indigenous, including individuals of Mexican, Cuban, Puerto Rican, Dominican, South American or, Central American descent; and

(b) Has experienced disproportionate results in education due to current and historical practices and policies, as identified by the State Board of Education by rule.

Statutory/Other Authority: ORS 329.845
Statutes/Other Implemented: ORS 329.845
History:
ODE 25-2020, temporary adopt filed 05/28/2020, effective 05/28/2020 through 11/23/2020

581-017-0696
Latino/a/x and Indigenous Student Success Plan Grant Program: Establishment

(1) There is established the Latino/a/x and Indigenous Student Success Plan Grant Program to support Community-Based Organizations, early learning hubs, providers of early learning services, school districts, and post-secondary institutions of education, who are working to design, implement, improve, expand, or otherwise revise programs and services for Latino/a/x and/or Indigenous students.

(2) Programs and services provided under a Grant must address one or more of the strategies or objectives included in the Latino/a/x and Indigenous Student Success Plan.

Statutory/Other Authority: ORS 329.845
Statutes/Other Implemented: ORS 329.845
History:
ODE 25-2020, temporary adopt filed 05/28/2020, effective 05/28/2020 through 11/23/2020

581-017-0699
Latino/a/x and Indigenous Student Success Plan Grant Program: Eligibility

(1) The Department will establish a process for eligible entities to apply for a Latino/a/x and Indigenous Student Success Grant.

(2) To be eligible to receive a Grant, an applicant must:

(a) Be a Community-Based Organization, early learning hub, provider of early learning services, school district, or post-secondary institution of education; and

(b) Demonstrate the majority of the students served by the proposed project are Students served by the plan and their families.

Statutory/Other Authority: ORS 329.845
Statutes/Other Implemented: ORS 329.845
History:
ODE 25-2020, temporary adopt filed 05/28/2020, effective 05/28/2020 through 11/23/2020

581-017-0702
Latino/a/x and Indigenous Student Success Plan Grant Program: Criteria

(1) The Department will award Grants to eligible entities based on the following criteria:

(a) Whether the proposed project successfully implements the strategies provided in the Latino/a/x and Indigenous Student Success Plan;

(b) Whether the applicant authentically and consistently engages Community Voice in the proposed project; and

(c) Whether the applicant demonstrates equitable distribution of Grant funds and resources in Partnership.

(2) The Department may give priority to applications that:

(a) Are led by Culturally Specific or Community-Based Organizations that represent Latino/a/x and Indigenous communities;

(b) Demonstrate authentic and on-going Partnerships with Community-Based Organizations, Culturally Specific Organizations, school districts, early learning hubs, educational service districts, providers of early learning services, post-secondary institutions of education, or tribe(s);

(c) Will help ensure geographic diversity of the Grant program by including rural communities or other underserved communities with large Latino/a/x and Indigenous student populations; or

(d) Address a strategy or an objective of the Latino/a/x and Indigenous Student Success Plan that requires additional support, as determined by the Department.

Statutory/Other Authority: ORS 329.845

Statutes/Other Implemented: ORS 329.845
History:
ODE 25-2020, temporary adopt filed 05/28/2020, effective 05/28/2020 through 11/23/2020

581-017-0705
Latino/a/x and Indigenous Student Success Plan Grant Program: Funding

(1) Applicants must submit a detailed budget that explains how Grant funds will be used.

(2) Administrative costs, which include indirect costs, will be allowed as a percentage of the Grant funds disbursed as follows:

(a) Up to five percent for school districts, early learning hubs, or post-secondary institutions of education; or

(b) Up to ten percent for Community-Based Organizations, or providers of early learning services.

Statutory/Other Authority: ORS 329.845
Statutes/Other Implemented: ORS 329.845
History:
ODE 25-2020, temporary adopt filed 05/28/2020, effective 05/28/2020 through 11/23/2020

581-017-0708
Latino/a/x and Indigenous Student Success Plan Grant Program: Reporting

Grant recipients must report project or program outcomes in the manner and form required by the Department.

Statutory/Other Authority: ORS 329.845
Statutes/Other Implemented: ORS 329.845
History:
ODE 25-2020, temporary adopt filed 05/28/2020, effective 05/28/2020 through 11/23/2020

Oregon State Board of Education
Meeting Date: October 15, 2020

AGENDA ITEM: 6.C

SUBJECT: American Indian/ Alaska Native Student Success Administrative Rules **STAFF NAME & OFFICE**: Deleana OtherBull & April Campbell/ Office of Indian Education The Student Success Act calls for the Office of Indian Education to update a comprehensive plan for the American Indian/ Alaska Native Student Success Plan for early learning and K-12 students. This five-year state plan will guide agency decision-making through 2020-2025. This plan provides AI/ AN communities with a refreshed mission that centers shared goals and sets specific data-driven priorities designed to meet the needs of AI/ AN students in the state of Oregon. ☒ New Rule ☐ Amend Existing Rule ☐ Repeal Rule	☒ **First Reading** ☒ **Presentation** ☐ **No Presentation** ☐ **Action** ☐ **Temp Rule** ☐ **Presentation** ☐ **No Presentation**

BACKGROUND

Under House Bill 3427, section 38 Statewide Equity Initiatives, the Student Success Act directs the Department of Education Office of Indian Education (OIE) to develop and implement a statewide education plan for American Indian/ Alaska Native students who are enrolled in early childhood learning through post-secondary education programs.

OIE has convened the American Indian/ Alaska Native (AI/AN) State Advisory Committee on Indian Education, comprised of members of the AI/AN community and other stakeholders from across the state of Oregon, to advise and provide recommendations and input to the office regarding the development and implementation of the plan.

The focal points of the plan are to address:

- American Indian Student Success Outcomes
- Increase Graduation, increased achievement by closing opportunity gaps, increase attendance, address disproportionate discipline
- Diversity educator advancement and workforce development
- School, district, community, tribal development and engagement
- Professional development
- Curriculum and instructions

The first AI/AN Education state plan was originally developed and implemented in October 1991. It was updated in 2006. And again in 2017.

Oregon State Board of Education
Meeting Date: October 15, 2020
AGENDA ITEM: 6.C

Development of the AI/AN State Education plan and its updates have been guided through a collaborative process and shared leadership by the AI/AN Advisory Committee Members, AI/AN students and youth, Tribes, ODE leadership, the Government to Government Education Cluster (comprised of representatives from each of the 9 federally recognized tribes in Oregon), the general AI/AN community and other committed stakeholders. By engaging the wider community through public community conversations and data analyses, the Office of Indian Education

The board has discretion to define terms, establish the components of the implementation of the Student Success Plan, identify other factors that may be included in the implementation of the Student Success Plan, and set requirements to receive the grant awards. Any decisions in these areas must not conflict with, or go beyond, statutory authority.

In addition to advisement from region's nine (9) Federally recognized tribal governments, in order to ensure that the Student Success Plan was co-developed with our partners, other recommendations and input were received from the following:

- K-12 public school students;
- Families;
- Communities;
- Tribal governments;
- Educators;
- Public charter schools;
- School Districts; and
- General public.

SUMMARY OF PREVIOUS BOARD ACTION

No previous action. This is a first reading.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☒ N/A; first read—hasn't been before board
☐ No; same as last month
☐ Yes – As follows:

POLICY ISSUE OR CONCERNS

The Office of Indian Education has considered the policy issues and/ or concerns that could arise during the implementation of the Student Success Plan Grant Program. The Office has

intentionally involved all stakeholders who are also members of the communities affected by the administrative rules. This includes the involvement of the AI/AN State Advisory Committee on Indian Education and the Education Cluster during Government to Government meeting on October 6, 2020.

First Read: No impact on the SBE.

EQUITY IMPACT ANALYSIS

The Office of Indian Education strategically aligned the plan with ODE's strategic goals and key initiatives, including boosting attendance and graduation rates for American Indian / Alaska Native students, providing culturally relevant professional development for school district staff, increasing recruitment and retention of Native teachers, and implementing historically-accurate, culturally-embedded Native American curriculum and instructional materials across the K-12 system.

In September 2017, the American Indian / Alaska Native Students in Oregon: A Review of Key Indicators[1] report was published. The primary data source for this report is available on the ODE website at Reports and Data. This data was utilized to drive discussions and create objectives outlined in the revised 2018-2023 American Indian Alaska Native Education Plan. It is important the recognize, these objectives are not all inclusive but a guide to improve educational outcomes including system improvements for our AI/AN students.[1]

All objectives outlined in this plan is an overarching effort to increase graduation rates for AI/AN students in which these students and youth meet and exceed statewide averages for all students and youth with the knowledge that graduation rates vary among student population groups, with historic and current rates for economically disadvantaged, special education, homeless, emergent bilingual, Black/African-American, Latino/a/x, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students falling below the overall state average.

The AI/AN Student Success Plan implemented with an equity lens may help diminish this opportunity gap because it will allow school districts to identify and tailor culturally-responsive supports for students. In addition, an the Student Success Plans allows districts to compare data of specific student populations to determine which interventions are working and those that are not effective. This will allow districts to change their system practices to prevent issues before they arise.

[1] *American Indian / Alaska Native Students In Oregon: A Review of Key Indicators,* Oregon Department of Education September 2017. http://www.oregon.gov/ode/reports-and-data/researchbriefs/Documents/Internal/American_Indian_Alaska_Native_Students_In_Oregon.pdf

Oregon State Board of Education
Meeting Date: October 15, 2020

AGENDA ITEM: 6.C

To ensure that the AI/AN Student Success Plan is centered on equity, the proposed rules require grant recipients to participate in ODE technical assistance, which must include how to use these systems to support equitable outcomes for students.

FISCAL ANALYSIS

The proposed rules will not have a negative fiscal impact on the Department. The legislature allocated $3.19m for awarding AI/AN Student Success Plan grants during the 2019-21 biennium. It will have a positive fiscal impact for early learning hubs, providers of early learning services, school districts, Education Service Districts, post-secondary institutions of education, community-based organizations and Tribe(s) who are working to design, implement, improve, expand, or otherwise revise programs and services for American Indian/ Alaska Native students that receive a grant.

EFFECT OF A "YES" OR "NO" VOTE

First Read: No impact.

Second Read: If the Board adopts the rules, OIE will have the necessary requirements in place to develop grant agreements and issue grant awards statewide. If the Board does not adopt the rules, OIE will not have the requirements and policies necessary to effectively administer the grant program. It will need to bring the rules back to the Board at a later date.

STAFF RECOMMENDATION

☐ Approve ☒ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Attachment 1: American Indian/ Alaska Native Student Success Plan Administrative Rules

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

STUDENT SUCCESS ACT

American Indian/ Alaska Native Student Success Plan Administrative Rules

October 15, 2020

Deleana OtherBull & April Campbell
Office of Indian Education

American Indian/Alaska Native Student Success Plan - Overall Rule Share

Subject: American Indian/ Alaska (AI/ AN) Native Student Success Plan Permanent Rules & Updates

Concept: The current rules for the AI/AN Student Success Plan were adopted as temporary and will expire December 2020. They were created to provide the framework for the current AI/ AN Student Success Plan to be implemented. The Plan was adopted in May 2020.

These proposed permanent rules will establish a eligibility and the plan's grant funding processes for its grant opportunities to support the strategies and objectives in the plan.

Overview



1. Tribal and Community Engagement Timeline
2. Updates/ Changes to Admin Rules
3. Eligibility and Funding
4. Grant Program Requirements
5. Goals & Strategies of AI/ AN Student Success Plan
6. Questions

724

Timeline

Timeline/Past reviews/How did we get here:

- December 2018- April 2020:
  - AI/ AN Advisory Committee meetings, Gov to Gov Education Cluster meetings, RAC meetings and community conversations.
  - Conversations that centered specific needs of AI/AN students, youth, families and community
  - Review and approval to finalize plan
  - Review and approval to finalize rules

- May 21, 2020 2nd SBE Reading and adoption of AI/ AN Student Success Plan and Temp Rules

725

American Indian/Alaska Native Student Success Plan- **Updates/Changes**

Major updates & changes to Rules:

- Revise language in OAR 581-017-0681 that is clear, consistent and rooted in strength-based approaches that supports the long-term goals of the AI/ AN Student Success Plan.
- Updated and expanded definitions
- Increased clarity on funding eligibility, criteria, and priorities.
- Proposed changes for Rules allow for multiple RFAs
- Increased admin rate (10%) for Tribes

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Eligibility and Funding

Eligibility:

Be an early learning hub, a provider of early learning services, a school district, an education service district, an Education Service District, a post-secondary institution of education, a Tribe, a community-based organization or a culturally specific organization.

Funding: *$3.2m*

The Office of Indian Education established an RFA process for eligible grant recipients to apply. The Department, in consultation with the Advisory Committee, will award grants to implement the strategies provided in the plan developed and implemented under this section.

727

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Goals and Strategies

Overarching Goal 1 & Strategy

1. AI/ AN Native Student Success

All students enrolled in early learning programs, school districts, and post-secondary institutions in Oregon are engaged and empowered through relevant, rigorous learning opportunities that foster equity and excellence so that AI/AN students can succeed.

Overarching Goal 2 & Strategy

2. Educator Success

All educators and staff at early learning programs, school districts, and post-secondary institutions have a high-performing culture where employees have the training, support and professional development to contribute effectively to AI/AN student success.

728

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Goals and Strategies

Overarching Goal 3 & Strategy

3. Curriculum Success & Supporting Indigenous Languages

All educators and staff at school districts are supported with the training, support and professional development to effectively implement Senate Bill (SB) 13, known as Tribal History/ Shared History, in their classrooms at all grade levels.

Overarching Goal 4 & Strategy

4. Successful Ecosystems of Support

Ecosystems of support must rise to meeting the challenges that our AI/AN students, their families and communities face today in order to ensure the success of our students. These ecosystems call to our creativity in our approaches to teaching, learning, leading, and problem solving.

729

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Questions?

Deleana OtherBull
Native American Student Success Coordinator
Office of Indian Education
deleana.otherbull@ode.state.or.us

April Campbell
Indian Education Advisor
Office of Indian Education
april.campbell@ode.state.or.us

730

581-017-0675
American Indian/Alaska Native Student Success Plan Grant Program: Definitions

The following definitions apply to OAR 581-017-0675 to 581-017-0690:

(1) “American Indian/ Alaska Native Student Success Plan Grant” or “Grant” means a Grant established under ORS 329.843.

(3) “Community-Based Organization” means a nonprofit organization that is representative of a community or significant segments of a community, and that is located within or in close proximity to the community it serves.

(4) “Culturally Responsive” means the implicit recognition and incorporation of the cultural knowledge and experience of students served by the plan in teaching, learning and assessment. This includes identifying and valuing: students’ cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/experiences; and performance styles in the classroom that do not reflect dominant values of achievement or success.

(5) “Culturally Specific Organization” means an organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities or challenges documented in the community and how that influences the structure of their program or service; ability to describe the community’s cultural practices, health and safety beliefs/practices, positive cultural identity/pride/resilience, religious beliefs, etc. and how their services have been adapted to those cultural norms.

(6) “Department” means the Oregon Department of Education

(7) “Disproportionate Discipline” means disproportionate rates of suspensions and expulsions for American Indian/ Alaska Native students compared to their white classmates who commit similar infractions and who have similar discipline histories.

(8) “Opportunity gap” refers to the effects and disparities the dominant, White supremacist system has created for groups of students where factors such as race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, and disabilities determine or constrain what opportunities the system offers and how these affect their educational aspiration, achievement, and attainment.

(9) “Student” means individuals who self-identify as American Indian/ Alaska Native who are enrolled in early childhood through post-secondary education.

(10) “Tribe” means a federally recognized tribal government in Oregon: the Burns Paiute Tribe; the Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians; the Cow Creek Band of Umpqua Tribe of Indians; the Confederated Tribes of Grand Ronde; the Confederated Tribes of Siletz Indians; the Confederated Tribes of the Umatilla Indian Reservation; the Confederated Tribes of Warm Springs; the Coquille Indian Tribe, and the Klamath Tribes.

Statutory/Other Authority: ORS 329.843
Statutes/Other Implemented: ORS 329.843
History:

581-017-0678
American Indian/Alaska Native Student Success Grant Program: Establishment

(1) There is established the American Indian/ Alaska Native Student Success Plan Grant Program to support early learning hubs, providers of early learning services, school districts, education service districts, post-secondary institutions of education, Community-Based Organizations, and Tribes that are working to design, implement, improve, expand, or otherwise revise programs and services for American Indian/ Alaska Native students.

(2) Programs and services provided under a Grant must address one or more of the strategies or objectives included in the American Indian/Alaska Native Student Success Plan.

Statutory/Other Authority: ORS 329.843
Statutes/Other Implemented: ORS 329.843
History:

581-017-0681
American Indian/Alaska Native Student Success Plan Grant Program: Eligibility

(1) To be eligible for an American Indian/Alaska Native Student Success Grant, an entity must:

(a) Be an early learning hub, a provider of early learning services, a school district; an education service district; a post-secondary institution of education, Tribes, a Community-Based Organization or a Culturally Specific Organization; and

(b) Serve a percentage or number of American Indian/ Alaska Native student and youth populations as determined by the Department.

Statutory/Other Authority: ORS 329.843
Statutes/Other Implemented: ORS 329.843
History:

581-017-0684
American Indian/Alaska Native Student Success Plan Grant Program: Criteria

(1) The Department's Office of Indian Education will establish a process for eligible entities to request an American Indian/ Alaska Native Student Success Plan Grant each grant period for which funds are available.

(2) The Department and Office of Indian Education will award grants to eligible recipients based on the following criteria:

(a) Whether the proposed project successfully implements the strategies and objectives provided in the American Indian/Alaska Native Student Success Plan; and

(b) Whether the eligible recipient is actively engaged in or prepared to enter into an inclusive partnership and/or consortium with other organizations invested in the success of American Indian/ Alaska Native students through the implementation of culturally responsive programming or services. The partnership or consortium must meet the following criteria:

(A) If the eligible recipient is a school district, early learning hub, provider of early learning services, education service district, a community-based organization, or a post-secondary institution of education, the partnership and/or consortium must include a tribe and/or a culturally specific organization **that works with American Indian/ Alaska Native students.**

(B) Partnerships and consortiums must designate a lead entity to serve as the fiscal agent for the Grant.

(c) Whether the applicant authentically engaged community voice, composed of American Indian/ Alaska Native community members or Tribes, in the design, implementation, or strategic guidance of the proposed project.

(3) The Office of Indian Education may give priority to applications that:

(a) Reflect geographic diversity to ensure representation of grant recipients and Students throughout the state. This includes areas of the state that demonstrate a lack of sufficient services for American Indian/ Alaska Native students;

(b) Demonstrate evidence of prior implementation of a robust Culturally Responsive program or service as a way to close Opportunity Gaps for American Indian/ Alaska Native students;

(c) Provide a sustainability plan to continue the proposed project or program for at least two years after the grant funding has ended; or

(d) Address a strategy or an objective of the American Indian/ Alaska Native Student Success Plan that requires additional support, as determined by the Office of Indian Education.

Statutory/Other Authority: ORS 329.843
Statutes/Other Implemented: ORS 329.843
History:

581-017-0687
American Indian/Alaska Native Student Success Grant Plan Grant Program: Funding

(1) Applicants must submit a detailed budget that explains how Grant funds will be used.

(2) Administrative costs, which include indirect costs, will be allowed as a percentage of the Grant funds disbursed as follows:

(a) Up to five percent for school districts, early learning hubs, or post-secondary institutions of education; or

(b) Up to ten percent for Tribes, Community-Based Organizations, Culturally-Specific organizations, or a provider of early learning services.

(c) Administrative costs for partnerships or consortiums will be allowed based on the lead entity's organization type.

Statutory/Other Authority: ORS 329.843
Statutes/Other Implemented: ORS 329.843
History:

581-017-0690
American Indian/ Alaska Native Student Success Plan Grant Program: Reporting

Grant recipients must report project or program outcomes in the manner and form required by the Office of Indian Education.

Statutory/Other Authority: ORS 329.843
Statutes/Other Implemented: ORS 329.843
History:

Oregon State Board of Education
MEETING DATE: October 15, 2020

AGENDA ITEM: 6.D

SUBJECT: 581-017-0640 and 581-017-0644 Accelerated College Credit Instructor Grant Program **STAFF NAME & OFFICE**: Pandie Anderson Teaching, Learning & Assessment The proposed rule amendments use language better aligned with the intent of the legislation regarding Accelerated College Credit Instructor Grant Program, which was passed by the Legislature in 2019 as part of HB 2263. ☐ New Rule ☒ Amend Existing Rule ☐ Repeal Rule	☒ **First Reading** ☒ **Presentation** ☐ **No Presentation** ☐ **Action** ☐ **Temp Rule** ☐ **Presentation** ☐ **No Presentation**

BACKGROUND

In 2019, the Legislature passed and the Governor signed into law HB 2263 (2019). Sections 4 through 6 of that bill direct the Oregon Department of Education, in collaboration with the Higher Education Coordinating Commission (HECC), to administer the Accelerated College Credit Instructor Grant Program. The proposed rules are necessary for the Department to administer that grant.

The stakeholder engagement in this process preceded the adoption of HB 2263 and entailed a 2-year collaboration with k-12 and higher education leaders. The engagement included feedback from the Oregon Education Association (OEA) Gold Standards and a large student survey with partner "Oregon Student Voice." The HB 2263 legislative record includes testimony from citizens, dual credit coordinators, college and career readiness personnel, higher education partners, and OEA. ODE has drafted the previous adopted administrative rules in consultation with the Sustainable Systems for Accelerated Learning Work Group, consisting of statewide leaders throughout the education system, including community colleges, universities, school districts, education ESDs, ODE and HECC.

The Office of Legislative Counsel reviewed adopted administrative rules for the Accelerated College Credit Instructor Grant Program. The review found the term "public post-secondary institutions of education" included "not-for-profit institutions of higher education" which may be problematic and inconsistent with the legislative intent. The proposed rule amendments fixes the definition and how grant funds may be used.

SUMMARY OF PREVIOUS BOARD ACTION

This is the first time the Board has considered amended rules for this grant program.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☒ N/A; first read—hasn't been before board
☐ No; same as last month
☐ Yes – As follows:

Oregon State Board of Education
MEETING DATE: October 15, 2020
AGENDA ITEM: 6.D

POLICY ISSUE OR CONCERNS

The bill is fairly prescriptive. However, the Board does have discretion to set some additional criteria for the grant program. In **581-010-0640 Accelerated College Credit Instructor Grant Program** add definition for "accredited": means a public or private post-secondary institution of education that has gone through a validation process to meet accreditation standards and is recognized by one of six accrediting bodies approved by the US Department of Education.

In **581-010-0644 Accelerated College Credit Instructor Grant Program** add more explicit language for whom is to receive tuition reimbursement: Tuition reimbursement by an eligible applicant for tuition credits earned at an accredited private or public post-secondary institution of education to high school instructors of accelerated college credit program courses.

EQUITY IMPACT ANALYSIS

As the funding is limited, a rating system might be required to determine eligibility and some teachers might not receive funding. Through the process of re-imbursement, only teachers or districts who can pay the costs up front will be able to access this grant. As schools that are rural and/or with low levels of historically underserved students participating in accelerated learning receive the highest priority in award of this funding, excluding an interested teacher in one of these schools is unlikely.

Teachers, through increased access to graduate level college credit in their content area, will deepen their subject area knowledge and capacity for college teaching and will meet their higher education partners' instructor qualifications requirements for dual-credit courses, thereby increasing access to college credit for historically underserved student populations in Oregon. Research shows that students who partake in accelerated learning opportunities are more likely to graduate, participate in higher education, and persist in higher education.

FISCAL ANALYSIS

With regard to the fiscal impact of this rule, the Accelerated College Credit Instructor Grant Program is already allocated in the 2019-2021 ODE budget per HB 2263. These funds were reduced by 50% during the budget reduction process. All Grant Agreements with ESDs were reduced 50% as a result. The Standards and Instructional Support Department in the Office of Teaching and Learning will manage this grant.

EFFECT OF A "YES" OR "NO" VOTE

If the Board votes **YES –** There will be greater clarity in administering the College Credit Instructor Grant Program.

Oregon State Board of Education
MEETING DATE: October 15, 2020

AGENDA ITEM: 6.D

If the Board votes **NO** – Current adopted administrative rules will remain in place. However, rules will be out of alignment with legislative intent. There may be confusion with regard to the types of graduate institutions teachers can attend for tuition reimbursement as well as who exactly can receive this reimbursement.

STAFF RECOMMENDATION

☐ Approve ☒ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☒ Other: Office of Legislative Counsel

ATTACHMENTS

Attachment 1: Draft OAR 581-017-0640 and OAR 581-017-0644 Accelerated College Credit Instructor Grant Program

CREATED BY: JAW 09-22-2020

581-017-0640

Accelerated College Credit Instructor Grant Program: Definitions

The following definitions apply to OAR 581-017-0640 to 581-017-0650:

(1) "Accredited" means a public or private post-secondary institution of education that has gone through a validation process to meet accreditation standards and is recognized by one of six accrediting bodies approved by the US Department of Education.

(2) "Community College district" has the meaning in ORS 341.005(5).

(3) "Education Service District" or "ESD" means education service district as defined in ORS 334.003(2).

(4) "Public post-secondary institution of education" means:

(a) the following public universities:

(A) University of Oregon;

(B) Oregon State University;

(C) Portland State University;

(D) Oregon Institute of Technology;

(E) Western Oregon University;

(F) Southern Oregon University;

(G) Eastern Oregon University;

(b) Oregon Health and Science University

(5) "Qualified as instructors of accelerated college credit program courses" means meeting the requirements of a high school's higher education partner(s) to be able to teach a dual-credit course that can award students college credit.

(6) "Rural" means NCES Census Codes Corresponding to Districts Eligible for Funding under the Rural Education Achievement Program (REAP):

(a) 32 - Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area;

(b) 33 - Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area;

(c) 41 - Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster;

(d) 42 - Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster; and

(e) 43 - Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

(7) “School district” means a common or union high school district.

(8) “Students from Racial or Ethnic Groups that Have Historically Experienced Academic Disparities” includes, but is not limited to American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, Native Hawaiian and Pacific Islander students, and multiracial students, and any other racial or ethnic group identified by the school district as historically experienced academic disparities.

Statutory/Other Authority: ORS 340.320

Statutes/Other Implemented: ORS 340.320

581-017-0644

Accelerated College Credit Instructor Grant Program: Purpose

Grant funds may be used for:

(1) Expanding support for school districts, education service districts and public postsecondary institutions of education to provide professional learning opportunities for high school instructors of accelerated college credit program courses;

(2) Ensuring high school teachers have dependable online access to graduate courses meeting community college requirements for dual credit instructors;

(3) Improving professional relationships among instructors of accelerated college credit programs courses;

(4) Developing online graduate courses in content areas identified by the department in collaboration with the commission as needing development; and

(5) Collecting and analyze qualitative experience data related to the provision of professional development and training to instructors of accelerated college credit program courses, with an emphasis on development and training programs that are able to increase the number of instructors who are qualified to provide accelerated college credit program courses.

(6) Tuition reimbursement by an eligible applicant for tuition credits earned at an accredited private or public post-secondary institution of education.

Statutory/Other Authority: ORS 340.320

Statutes/Other Implemented: ORS 340.320

Oregon State Board of Education
Meeting Date: October 15, 2020

AGENDA ITEM: 6.E

SUBJECT: Rule revision for OAR 581-053-0140 Behind-the-Wheel Trainer Certificate **STAFF NAME & OFFICE**: Brock Dittus Current rule lacks the specificity needed to clearly identify program requirements for certified Behind The Wheel Instructors to verify credentials of school bus driver training candidates according to program expectations. ☐ New Rule ☒ Amend Existing Rule ☐ Repeal Rule	☒ **First Reading** ☐ **Presentation** ☐ **No Presentation** ☐ **Action** ☐ **Temp Rule** ☐ **Presentation** ☐ **No Presentation**

BACKGROUND

Oregon Department of Education (ODE) grants authority to operate training programs for school bus driver candidates at school districts, private schools, and private school bus contracting companies. To offer training to a school bus driver candidate, an instructor must hold a certification after participating in ODE workshops that familiarize them with departmental rules and processes for this purpose. Oregon Administrative Rule specifies that a Behind The Wheel instructor must verify a candidate's driving credentials before engaging in operational training aboard the vehicle.

Currently, rule specifies that a driver must have either a valid commercial driver license (CDL), or a valid commercial learner's permit (CLP) with documentation that the candidate has passed the applicable knowledge tests through DMV. This could allow for the possibility of a candidate operating the vehicle without immediate evidence of the necessary endorsements listed on the face of the CLP, and leaves room for an instructor lacking the proper diligence to verify that the candidate is permitted to operate the vehicle under the guidance of a licensed operator (in this case, the instructor). The proposed rule revision aims to eliminate the possibility of unauthorized individuals operating a commercial vehicle, and thereby reduce the chance that a school bus training operation could pose risk of harm to the public.

The existing regulations are strictly a matter of the discretion of the State Board of Education.

Program expectations have long been made clear in the training workshops by which instructors are certified.

SUMMARY OF PREVIOUS BOARD ACTION

No previous board action exists, other than the initial rulemaking.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

Oregon State Board of Education
Meeting Date: October 15, 2020

AGENDA ITEM: 6.E

☒ N/A; first read—hasn't been before board
☐ No; same as last month
☒ Yes – As follows:

POLICY ISSUE OR CONCERNS

Stakeholders are in contact with department staff on a regular basis inquiring about program requirements. No significant or adverse impacts in the passage of the proposed rules have been identified regarding historically underserved or tribal populations.

The positive effect of rule passage would be to more clearly establish the legal basis for program expectations and thereby attain a lower level of public risk. No barriers to more equitable outcomes are identified in the proposal.

EQUITY IMPACT ANALYSIS

No concerns about a negative equity impact have been identified.

FISCAL ANALYSIS

No significant fiscal impact has been identified related to this proposal.

EFFECT OF A "YES" OR "NO" VOTE

An approval by the board would clarify the legal basis for program expectations and thereby attain a lower level of public risk.

A denial by the board would leave current program requirements nebulous in rule, presenting a higher level of public risk.

STAFF RECOMMENDATION

☒ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☒ other: COVID-19 related hardship

ATTACHMENTS

Attachment 1: Proposed ruleset

OAR 581-053-0140
Behind-the-Wheel Trainer Certificate

(1) The Oregon Department of Education shall issue a Behind-the-Wheel Trainer Certificate to an individual who has:

(a) Two years' experience operating commercial motor vehicles;

(b) One year experience operating a school bus;

(c) Six months experience as a certified assistant trainer, except that:

(A) This requirement may be waived by the ODE Director of Pupil Transportation. Request for exception from this requirement will be decided on an individual basis.

(B) Trainers who have attended the Behind-the-Wheel Instructor Workshop prior to July 1, 2012 are exempt from this provision.

(d) A current School Bus Driver's Certificate;

(e) Been recommended by a transportation entity or contractor; and

(f) Either:

(A) Completed the Behind-the-Wheel Instructor Workshop with a score of at least 80%; or

(B) Met all conditions of probation after being issued a Behind-the-Wheel Probationary Trainer Certificate in OAR 581-053-0145 prior to the expiration date of the probationary certificate.

(2) The Behind-the-Wheel Training Certificate authorizes an individual to:

(a) Train applicants for a School Bus Driver's Permit or Certificate in accordance with OAR 581-053-0220, only if the applicant has:

(A) A valid CDL with passenger ("P") and school bus ("S") endorsements listed and applicable restrictions removed on the CDL as required by DMV to operate the vehicle used for training~~with proper endorsements~~, or a valid CLP ~~-~~with passenger ("P") and school bus ("S") endorsements listed and applicable restrictions removed on the CLP as required by DMV to operate the vehicle used for training~~and documentation that the individual has passed the proper written endorsement exams at DMV~~; and

(B) A valid medical certificate.

(b) Train applicants for a Type 20 Certificate in accordance with OAR 581-053-0420, only if the applicant has a valid driver license or CDL. If the type 20 vehicle is designed to hold 15 or more passengers, a CDL or CLP with a medical certificate is required.

(c) Test applicants for a School Bus Driver's Permit or Certificate who have:

(A) Met all requirements of subsection (a) of this section;

(B) A School Bus Application Form signed by the a medical examiner, the applicant, and the behind-the-wheel trainer that conducted the training; and

(C) A completed school bus performance checklist on file that is initialed and signed by the applicant and the behind-the-wheel trainer that conducted the training.

(d) Test applicants for a Type 20 Certificate who have:

(A) A valid driver's license or CDL. If the type 20 vehicle is designed to hold 15 or more passengers, a CDL with a medical certificate is required; and

(B) A completed type 20 performance checklist on file that is initialed and signed by the applicant and the behind-the-wheel or assistant trainer that conducted the training.

(e) Teach the material out of the Advanced Reference Point Manual, published by ODE, to school bus drivers who already possess a valid School Bus Driver's Permit or Certificate and sign-off mastery of the reference points on the Advanced Reference Point Performance Checklist for the driver's file and ODE training credit.

(3) The Behind-the-Wheel Training Certificate shall become invalid if the certificate holder:

(a) Does not have a valid School Bus Certificate; or

(b) Does not recertify when required by OAR 581-053-0100.

(4) Behind-the-wheel trainers shall not conduct skills tests for school bus driver applicants they have trained unless:

(a) The applicant has taken a CDL skills test at DMV that resulted in the issuance of a school bus endorsement; or

(b) The behind-the-wheel trainer has written permission from ODE.

Statutory/Other Authority: ORS 327.013 & 820.100 - 820.120
Statutes/Other Implemented: ORS 327.013, 820.100, 820.105, 820.110 & 820.120
History:
ODE 40-2014, f. & cert. ef. 9-3-14
ODE 19-2012, f. & cert. ef. 6-14-12

Oregon State Board of Education
MEETING DATE: October 15, 2020

AGENDA ITEM: 7.A

SUBJECT: Work Session: 2020-2021 Strategic Initiatives and Work Plan Development **Staff:** Lisa Pinheiro, Interim Administrator **Objectives:** Reach consensus on what two or three strategic initiatives are attainable in this current school year (2020-21). Reach agreement to put this language forward as the Board's strategic plan.	☐ **Informational Presentation** ☐ **Written Report**

BACKGROUND

Following its retreat in August, the board delegated the refinement of a 2020-2021 work plan to a small group of members and advisors. The task assigned this group was to refine and develop a recommendation for the Board's 2020-2021 work plan. Participating in that smaller group were Chair Howard, Vice-Chair Martinez Zapata, Director Colonna and Student Advisors Novoa and Arenas.

Building on the goals of **Strong Students, Communities and Families and Leadership**, objectives – what will be measured, when we will know success – and strategies and initiatives -- discretionary projects, programs or activities were discussed. Chris Harder and Michelle Janke of the Coraggio Group, created a one page working draft that captures those objectives, strategies and initiatives.

Work Session Objectives:

Acknowledging some strategies and initiatives may require additional time to refine, or they bring unique challenges, some may be set over for later review based on future prioritization of the goals and initiatives by the Board.

The objectives of the work session is to

A. Reach consensus on what two or three strategic initiatives are attainable in this current school year (2020-21).
B. Reach agreement to put this language forward as the Board's strategic plan.

EQUITY IMPACT ANALYSIS

Again, building on the goals of **Strong Students, Communities and Families and Leadership**, equity is at the forefront. The objectives include ensuring school district leadership and

administration embeds diversity in decision making bodies and that leadership is comprised of the communities served.

Another objective is to ensure the system will be more responsive to the needs of students from different culture(s), background(s), and life experiences and to increase the frequency and diversity of communication methods between schools and districts to students and families

ATTACHMENTS

Attachment 1: OSBE Strategic Planning One pager



Oregon State Board of Education

2020–2021 Annual Work Plan

Vision

What is the ideal future state we are striving to create?
The Oregon State Board of Education will work collaboratively and inclusively with stakeholders to develop and sustain a public education system that empowers every student to reach their full potential.

Mission

What is our primary focus as an organization? What do we do each day that helps us realize our vision?
Provide leadership and vision for Oregon's public schools and districts by enacting equitable policies and promoting educational practices that lead directly to the educational and life success of every student.

Values

What are the fundamental beliefs that shape how we work together and serve our mission?

- Equity
- Inclusion
- Integrity
- Excellence
- Innovation
- Adaptability
- Empowerment
- Student Centered

Goals	Goal Objectives	2020-21 Strategic Initiatives
What must be accomplished over the planning horizon? What are our overarching areas of focus?	**How will we know when we are successful? What will we measure?**	**What finite-duration, discretionary projects or programs, outside of our organization's day-to-day operational activities will we take on?**
Strong Students – Supporting Students Throughout Their PK-12 Experience If all students have equal access to and opportunity for personalized learning, high school graduation rates will improve.	• Eliminate the presence of hate symbols in schools • Successful adoption of compulsory for all dual-language standards • Year-over-year increase in Gallup Student Poll core factors of engagement, hope, belonging, and social and emotional learning. • Year-over-year increase in the educational experience of vulnerable students (BIPOC students, students living in poverty, special education, 504s, IEP) as measured by implementation of the Student Success Act (SSA) and School Improvement Fund (SIF)(.)	• Help develop bill language and support the adoption of hate symbols legislation for the 2021-23 Legislative Session • Develop and adopt standards for compulsory bi-lingual education • Evaluate data gathering and assessment process to eliminate racism and dominant culture biases
Strong Communities and Families – Families have the information and support they need to nurture and prepare their children for school If schools and districts embrace families and community as equal partners in the education of their children, the system will be more responsive to the needs of students from different culture, background*(s)*, and life experiences and thinking more effective	• Year-over-year increase in frequency and diversity of communication methods (email, phone, social media, videos, multi-language) from schools and districts to students and families (do we have this data? If not, how will we gather) • Year-over-year increase in the number of outreach events and/or consultation meetings with Oregon's nine federally recognized tribes • Year-over-year percentage increase in digital connectivity (access to internet & computer technology) for public school students and families	
Strong Leadership – Develop and Implement a Collective Leadership Framework A leadership framework would enable collaboration and local empowerment (and help to ensure student success)	• The adoption of a standard for all school districts to create an equity committee by 2021 • Year-over-year increase in percentage of [existing and new] staff, teachers, administrators, and mental health specialists from Black, Indigenous, People of Color, members of tribal communities and tribal nations, and members of LGBTQ2SIA+ communities.	• Research best-practices and adopt a standard to require local school boards to establish an equity committee **Action Step:** OSBE serves as a regular convenor of partner education organization (HECC, Early Learning, COSA, OEA, TSPC, etc.) to align on comprehensive strategies and deepen relationships